DOCUMENT RESUME

ED 320 456 FL 800 022

TITLE Preparation of Neo-Literate Materials for Rural Development. Final Report of a Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (6th, Kuching, Sarawak, Malaysia, September 21-30, 1988).

INSTITUTION Asian Cultural Centre for UNESCO, Tokyo (Japan).; Malaysia Ministry of National and Rural Development, Kuala Lumpur.; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

PUB DATE Feb 89

NOTE 120p.; Photographs will reproduce poorly. For related documents, see FL 800 005-006.

PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Developing Nations; Foreign Countries; *Literacy Education; *Material Development; Program Descriptions; *Reading Materials; *Rural Areas; Workshops

IDENTIFIERS *Asia Pacific Region; Bangladesh; China; Indonesia; Iran; Laos; Malaysia; Maldives; Nepal; Pakistan; Philippines; Thailand; Unesco; Vietnam

ABSTRACT

The proceedings of the sixth regional workshop consist of a description of the project and the workshop; a description of the field survey, preparation, and field testing of materials by the group; five papers presented at the workshop; and notes on planned follow-up activities in the participating countries. The workshop culminated a project on the development of reading and reading-related materials for newly literate residents of developing countries in the Asian Pacific region. Prototype materials were developed by the Asian/Pacific joint Production Programme in previous workshops after extensive field surveys had been distributed and tested. This process is described in the proceedings. The papers presented at the workshop include: a report by a representative of Unesco, one of the participating organizations; a report from the Asian Cultural Centre for Unesco; the keynote address on the need for relevant, readable materials in developing nations; a report of progress in each participating country (Bangladesh, China, Indonesia, Iran, Laos, Malaysia, Maldives, Nepal, Pakistan, Philippines, Thailand, and Vietnam); and a presentation about Malaysia's progress in three areas: eradication of illiteracy, universalization of primary education, and continuing education. Appended materials include four brief speeches presented in the workshop. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED320456

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: FL
In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. CS CE

Preparation of Neo-Literate Materials for Rural Development

Final Report

Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Kuching, Sarawak, Malaysia
21 30 September 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
T. Sasaoka
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Asian Cultural Centre for Unesco (ACCU)
Community Development Division (KEMAS)
Ministry of National and Rural Development of Malaysia
Unesco Principal Regional Office for Education in Asia and the Pacific (PROAP)

FL800022

2

Preparation of Neo-Literate Materials for Rural Development

Final Report

Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Kuching, Sarawak, Malaysia
21-30 September 1988

Asian Cultural Centre for Unesco (ACCU)

Community Development Division (KEMAS),
Ministry of National and Rural Development of Malaysia

Unesco Principal Regional Office for Education in Asia and the Pacific (PROAP)

Acknowledgement

This report is the output of the the Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific jointly organized by the Asian Cultural Centre for Unesco (ACCU), Tokyo, and the Community Development Division (KEMAS), Ministry of National and Rural Development of Malaysia in close Collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP), Malaysian National Commission for Unesco and Japanese National Commission for Unesco, in Kuching, Sarawak, Malaysia from 21 to 30 September 1988.

This report consists of Proceedings and three Chapters - I. Field Survey, Preparation and Field-testing of Materials by the Groups, II. Paper Presentation and III. Planning of National Follow-up Activities - and Annex and Appendix.

The Chapter I should prove to be particularly useful in developing different types of materials for neo-literates - 1. slide, 2. booklet, 3. video, 4. poster and game.

Special thanks to the active involvement of the participants, sincere and excellent guidances of the able resource persons and the advisor from Unesco PROAP, and heartfelt hospitality and devoted working of the secretariat staff from the KEMAS, the Workshop brought a great success.

Published by
Asian Cultural Centre for Unesco (ACCU), Tokyo
No.6 Fukuromachi, Shinjuku-ku, Tokyo, 162 JAPAN

Printed in Japan by
Taito Printing Co., Ltd.
February 1989

© Asian Cultural Centre for Unesco 1989

CONTENTS

Proceedings 1

Chapter I Field Survey, Preparation and Field Testing of Materials by the Group 9

1. Introduction 11
2. Report of Group A (Slide) 13
3. Report of Group B (Booklet) 21
4. Report of Group C (Video) 29
5. Report of Group D (Poster and Game) 34

Chapter II Paper Presentation 39

1. Unesco report 41
2. ACCU report 50
3. Keynote address 52
4. Country report 54
5. Resource person's paper 84

Chapter III Planning of National Follow-up Activities 101

Annex 111

1. General Information 111
2. Schedule of the Workshop 112
3. List of Participants 114

Appendix 116

1. Opening address by YAB Dr. Abdul Ghafar Baba, Deputy Prime Minister of Malaysia 116
2. Speech by Mr. Othman Said, Director, KEMAS, Ministry of National and Rural Development 117
3. Speech by Mr. T.M. Sakya, Executive Secretary, APPEAL TAsk Force, Unesco PROAP 117
4. Speech by Mr. Toshiyuki Hattori, President, ACCU 118

PROCEEDINGS

1. Introduction
2. Objectives of the Workshop
3. Opening Session
4. Officers of the Workshop
5. Official Opening of the Workshop
6. Orientation of the Workshop
7. Paper Presentation and Discussion
8. Explanation of AJP Materials
9. Process of the Group Work
10. National Follow-up Activities
11. Closing of the Workshop
12. Recommendations

PROCEEDINGS

1. Introduction

The Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific was jointly organized by the Asian Cultural Centre for Unesco (ACCU) and the Community Development Division (KEMAS), Ministry of National and Rural Development of Malaysia in close collaboration with the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and with the co-operation of the Malaysian National Commission for Unesco as well as the Japanese National Commission for Unesco.

The Workshop was conducted in Kuching, Sarawak, Malaysia from Wednesday 21 to Friday 30 September, 1988. A total of 22 participants and 7 observers from 13 countries attended the Workshop. (List of participants and observers is given in the Annex)

2. Objectives of the Workshop

The objectives of the Workshop were to provide training experiences on the development of materials for neo-literates relevant to the needs of the rural people in the countries in the region through:

1. the study of needs and problems in rural areas in the context of national development goals;
2. the development and production of neo-literate materials, including design and illustration;
3. the distribution and utilization of neo-literate materials.

3. Opening Session

The Workshop was started at 9:00 a.m. on Wednesday, 21 September 1988, at the Kenyalang Room of the Kuching Hilton, Kuching, Sarawak, Malaysia. It was highlighted by the Keynote Address of Mr. Othman Bin Said, Director General of KEMAS and Chairman of the Workshop Organizing Committee.

The Director General thanked Allah for bringing the guests and participants from the Asian and Pacific Countries to the Workshop. He also expressed gratitude to ACCU and the Ministry of Education for having faith in KEMAS to organize the Workshop. He told the participants that "We are all considered delegates of under-developed countries." He said, to free ourselves from the misery of poverty, each one of us embarked on development. He pointed out, however, that after spending billions of dollars on development, only limited success was achieved in eradicating poverty. The reason for this, he said, was due to the heavy emphasis given to exploiting the natural resources rather than developing the human resources. He said that a good strategy is to develop human assets which can be attained through non-formal education.

Mr. Said went on to say that a 'change agent' is necessary to improve a society. The 'change agent' should possess skills and professionalism in order for him to perform his role effectively. With respect to this endeavour, he said that the workshop will be most helpful. (Full text of speech is found in the Chapter II)

4. Officers of the Workshop

The participants unanimously elected the following officers of the workshop :

Chairman	: Ms. Rohana Ahmadun (Malaysia)
Vice-Chairman	: Mr. Purushattan Nath Pradhan : (Nepal)
Rapporteur	: Mr. Troadio P. Robes : (Phillippines)

The resource persons of the workshop were Mr. Lingadevaru Halemane (India), Mr. Maman Suherman (Indonesia), Mr. Haji Yusoff Ramli (Malaysia) and Mr. Mohamad Noh Bidin (Malaysia).
The other officers in the workshop were:

a. From UNESCO

Mr. T.M. Sakya
Educational Advisor
Executive Secertary to APPEAL
UNESCO Principal Regional Office for Asia and the Pacific

b. From ACCU

Mr. Toshiyuki Hattori
President of ACCU
President of Japan Publishing Association

Mr. Taichi Sasaoka
Executive Director of ACCU

Mr. Shinji Tajima
Chief, Book Development Section, ACCU

Mr. Shigeru Aoyagi
Book Development Section, ACCU

Ms. Misako Ohnuki
Book Development Section, ACCU

c. From KEMAS

Mr. Othman Said

Director General of KEMAS

Mr. Mohd. Hoesne Hussain
Deputy Director General of KEMAS

Mr. Haji Hashim Mohamad
Director
KEMAS, Sarawak

Mr. Amir Mohamad
Assistant Director
KEMAS, Sarawak

5. Official Opening of the Workshop

The Workshop was officially inaugurated by YAB Dr. Abdul Ghafar Baba, Deputy Prime Minister of Malaysia. In his speech, he said that the educational achievement of the people have a bearing on a nation's rate of development as developed nations always show high literacy rates. He also said that countries with very low literacy rates often reflect slow rates of growth.

YAB Dr. Abdul Ghafar Baba also said that in the context of illiteracy eradication and life- long education, the factor that could contribute to success was the availability of support materials. He further stated that the materials to be developed should be related to the needs and aspirations of target groups and must reflect government policies and vision. He also expressed his sincere hopes that the Workshop would run smoothly and its objectives to be met. (Full text of speech is found in the Appendix)

The Chief Minister of Sarawak, YAB Datuk Patinggi Haji Abdul Taib Mahmud also addressed the guests and participants of the Workshop. He said that Sarawak is not an easy place to develop due to her communication problems and the scattered nature of the settlements in rural areas. He stated that the cooperation of the people is important to insure success of any development plan. He praised KEMAS for doing a tremendous job by helping to get rural development going.

Mr. Othman Said, in his address, formally welcomed all the delegates. He said that as Chairman of the organizing committee he was thankful to YAB Dr. Abdul Ghafar Baba for giving his precious time to officiate the opening ceremony and to YAB Datuk Patinggi Abdul Taib Mahmud and his State Government of Sarawak for giving all the support to host the Workshop in Kuching. He also expressed his thanks to UNESCO and ACCU for the honour given them of organizing the Workshop. He said that Malaysia, especially KEMAS, would benefit greatly from the workshop. He expressed hope that the participants would enjoy the hospitality of the Malaysians and their participation would ensure the success of the Workshop. (Full text of speech is found in the Appendix)

On behalf of UNESCO, Mr. T.M. Sakya, UNESCO Representative and Executive Secretary to APPEAL, expressed thanks to the Government of Malaysia for hosting the Workshop. He also thanked ACCU for organizing the Workshop. He said that there is a general lack of learning materials for neo-literates. The Asia-Pacific Programme of Education for All (APPEAL) is aimed at providing education for all through literacy programme, primary eductation and continuing education by the year 2000. He said that this goal will not be achieved if appropriate and adequate learning materials are not developed, produced and distributed to all the people. (Full text of speech is found in the Appendix)

Mr. Toshiyuki Hattori, President of ACCU, expressed his appreciation to the participants, resource persons and observers of the Workshop. He likewise expressed words of gratitude to KEMAS for its most generous cooperation, to the Malaysian National Commission for UNESCO, Ministry of Education and Japanese National Commission for UNESCO who supported the Workshop. (Full text of speech is found in the Appendix)

Before the inaugural programme ended, each participant was introduced to the Deputy Prime Minister. The participants also had the rare opportunity of posing with the Deputy Prime Minister for a souvenir picture.

6. Orientation of the Workshop

Mr. T.M. Sakya, Educational ADvisor of PROAP and Executive Secretary to APPEAL told the participants and observers that every person must be developed. Education is the best strategy to develop a person. Learning material is an important communication medium and therefore it should be suited to the needs and interests of the people. He further stressed that the learning materials must help the people improve themselves. He expressed the hope that each participant would contribute much to the Workshop.

Mr. Shinji Tajima, Chief, Book Development Section, ACCU, briefed the participants about presentation of country report and the day-to-day activities. He urged the participants to share new materials and/or ideas with others. Participants were also advised to conduct national workshops in their respective countries as follow-up activities to this regional workshop.

7. Paper Presentation and Discussion

a. UNESCO Report

According to the report presented by Mr. T.M. Sakya, the overall literacy situation of the Asia

and the Pacific Region has progressed steadily during the past decade. It also stated that this achievement was made through national efforts to eradicate illiteracy and making primary education universal. However, although tremendous progress has been achieved, the region of Asia and the Pacific is in no way heading towards the goal of complete eradication of illiteracy. The reason for this, according to the report, is that although the number of male illiterates actually declined, the number of female adult illiterates continues to grow, thus resulted in a continuously expanding adult illiterate population. (Complete UNESCO report is found in Chapter II.)

b. ACCU Report

Presenting the report ACCU enumerated the literacy fields of its activities : (1) Literacy, (2) Book Development, and (3) Culture. It also reported on the main programme of development of materials for neo-literates and the main programme of training of experts on developing materials for neo-literates. ACCU presented the figures on the number of materials produced by the participating countries and the materials so far produced under Asian/Pacific Joint Production Programme. (See Chapter II for complete ACCU Report)

c. Country Reports

The reports made by the participants mentioned the activities undertaken in the development, adaptation and production of literacy materials in their countries. Some also reported their activities on literacy education for women and on recent activities concerning the eradication of illiteracy as one of APPEAL's programme areas.

The following participants rendered their respective country reports:

1) Mr. Ghulam Murtaza for Bangladesh
2) Mr. Lingadevaru Halemane for India
3) Mr. Anggoro Sigit for Indonesia
4) Ms. Rohana Ahmadun for Malaysia
5) Mr. Chanh Phounsavath for Laos
6) Mr. Purushottan Nath Pradhan for Nepal
7) Mr. Troadio P. Robes for the Philippines
8) Ms. Phimjai Sithisurasak for Thailand
9) Mr. Tran Quang Thong for Vietnam
10) Mr. Farhad Eftekharzadeh for Iran
11) Mr. Fang Depu for China
12) Dr. Nuzhat Ikram for Pakistan
13) Mr. Ahmed Zahir for Maldives

(All country reports except India are found in Chapter II)

d. Resource Persons Papers

1) Malaysian Experience on APPEAL
by Mr. Mohamad Noh Bidin, Malaysia

2) Literacy Education for Women
by Mr. Lingadevaru Halemane, India

3) Field-Survey, Preparation and Field-Testing of Neo-literate Materials
by Mr. Maman Suherman, Indonesia

4) Malaysian Experience on Development of Literacy Curriculum and Material Development, by Mr. Haji Yusoff Ramli, Malaysia

(The Resource Persons' Papers are found in Cahpter II.)

8. Explanation of AJP Materials

ACCU presented to the participants the different proto-type materials for neo-literates produced under Asian/Pacific Joint Production Programme (AJP Materials) which were developed in previous Workshops. The materials consisted of booklets, leaflets, posters, flip charts, games, slide tapes and other audio visual materials. ACCU urged the participants to adapt/adopt the materials. Some of them have been adapted by some countries. The group was shown some of the materials (national versions of AJP materials) that have been adapted by different countries. ACCU asked the participants to make use of the available material if it suits the needs and problems of the target group instead of developing new ones. ACCU stressed again that the materials can be adapted revised improved to suit the needs of target groups.

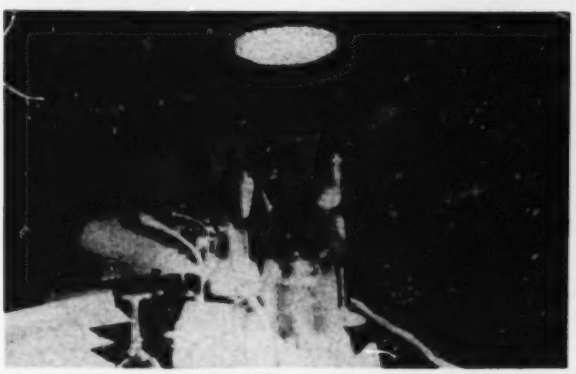
ACCU distributed the new AJP draft materials developed in the previous Worksop for translation into local language so that these can be tested in the village for finalization. The distribution was made as follows:

a. Slide : (Group A)
   1) Poultry for Additional Income

b. Booklet : (Group B)
   1) More Income by Tree Planting
   2) Fish Breeding Needs a Lot of Oxygen

c. Group C (Video Tape) was not given any material for testing because no video tape material has so far been made.

d. Poster/Game : (Group D)
   1) Breast-Feeding (Standing chart)
   2) Why are Literacy activities necessary for women? (Box jigsaw puzzle)



Explanation of AJP Materials

9. Process of the Grop Work

a. Group formation

The participants were grouped as follows:

Group A : Slide

1) Mr. Haji Yusoff Ramli (Malaysia) - Resource person & Chairman of the Group
2) Mr. Fang Depu (China)
3) Mr. Wang Dai (China)
4) Mr. Augustine Chen (Malaysia) - observer
5) Mr. Abdullah Chek Sahamat (Malaysia) - observer
6) Mr. Shigeru Aoyagi (ACCU)
7) Ms. Misako Ohnuki (ACCU)

Secretariat : Mr. Azami Ismail
Mr. Juhin Abdullah

Group B : Booklet

1) Mr. Mohd. Noh Bidin (Malaysia) - Resource person and Chairman of the Group
2) Mr. Anggoro Sigit (Indonesia)
3) Mr. Ali Bafandeh (Iran)
4) Mr. Troadio P. Robes (Philippines)
5) Mr. William Guittap (Pilippines)
6) Ms. Phimjai Sitthisurasak (Thailand)
7) Mr. Tran Quang Thong (Vietnam)
8) Mr. Farhad Eftekharzadeh (Iran) - observer
9) Mr. James Wong Ka Min (Malaysia) - observer

Secretariat : Mr. Shuib Othman
Mr. Maria Hj. Tahir

Group C : Video

1) Mr. Ghulam Murtaza (Bangladesh) - Chairman of the Group
2) Ms. Avanti Bhave (India) - Rapporteur
3) Mr. Lingadevaru Halemane (India) - Resource Person
4) Ms. Rohana Ahmadun (Malaysia)
5) Mr. T.M. Sakya (UNESCO)
6) Mr. Shinji Tajima (ACCU)

Secretariat : Ms. Norizan Muda
Mr. Hussein Dollah

Group D : Poster and Games

1) Mr. Maman Suherman (Indonesia) - Resource person
2) Mr. Mustaffa Mat Yassin (Malaysia) Chairman of the Group
3) Mr. Chanh Phounsavath (Laos)
4) Mr. Xeuane Leuanevilay (Laos)
5) Mr. Purushottan Nath Pradhan (Nepal) Rapporteur
6) Mr. Sungkom Hanwong (Thailand)
7) Mr. Nguyen Gia Khuyen (Vietnam)
8) Mr. Michael Ranges Nyangat (Malaysia) - observer
9) Ms. Noriko Takemae (JOCV) - observer

b. Community Survey

The following villages in Sarawak were selected for community study for each group :

Group A : Kampung Krusen
Group B : Kampung Reba
Group C : Kampung Mujat
Group D : Kampung Bako

Field Survey

c. Analysis and identification of problems and needs of the villages - By AJP Method

Mr. Shinji Tajima reminded the participants that in identifying the problems and needs of the village, individual finding is different from group finding. He suggested ways of analyzing and identifying the problems and needs of the village by groups. He said that after coming back from the field visit and the necessary discussions made on the problems surveyed, each member of the group writes at least 5 most crucial problems and needs on small pieces of paper. After writing, the pieces of paper are collected and sorted. These pieces of paper with problems and needs are then pasted on a big sheet of paper in clusters to form a data map. Through this method, it is possible to identify the problems easily and to relate them into action for solution.

d. Preparation of prototype materials

The activities undertaken by the four groups in the preparation of the prototype materials were:

1) Preparation of field survey instruments
2) Identification of the needs and problems of the village through observation in the village and interviews of the villagers
3) Analysis of data gathered in the survey
4) Prioritizing needs and problems identified
5) Selecting topics/contents based on priority needs and problems
6) Writing draft of materials/script using the format assigned to the group
7) Field-testing the draft materials in the village where survey was conducted
8) Revision of materials based on results of field testing.

These activities as undertaken by each group are described in the group reports found in Cahpter I.

e. Prototype materials prepared by the groups

The following materials were prepared.

Group A : Slide

1. Slide Tape Programme on Extra Money from Handicrafts

Group B : Booklet

1. Wealth from Waste

Group C : Video

1. Women's Education for Village Development

Group D : Poster and Game

1. Better Surrounding for Good Health (Chart)
2. Cooperation for Village Development (Game)

Preparation of Materials

f. Adaptation and Field-Testing of AJP Materials

Three of the four groups were assigned to adapt and field-test AJP materials prepared in the former workshops. The group assignments were :

Group A : 1) Poultry for Additional Income

Group B : 1) More Income by Tree Planting
2) Fish Breeding Needs a Lot of Oxygen

Group D : 1) Breast-Feeding (Standing Chart)
2) Why are literacy activities necessary for women? (Box Jigsaw Puzzle)

Field Testing

The groups adapted the materials to the target villagers by translating them into Bahasa Malaysia. These were field-tested in the assigned villages together with the newly developed neo-literate materials. A complete write-up of these activities is included in Chapter I.

10. National Follow-up Activities

The participants were briefed by ACCU on the scheme of assistance it can give to national follow-up activities of the Sixth Regional Workshop. The projects to which financial assistance may be provided are those that pertain to the (1) organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-Literate" are used as part of working documents ; and (2) mass production for local use of the AJP materials so far developed, either with translation modification or as they are. Each country will submit its plan to ACCU which will select the recipients in consultation with UNESCO PROAP. The recipient country will be given maximum financial assistance to the amount of US$700. The schedule of execution of this activity is as follows :

- Notification to the recipient : End of February 1989
- Completion of selected projects : End of July 1989
- Submission of report to ACCU : End of September 1989

The participating countries prepare and submitt their respective plans for national follow-up activities.

11. Closing of the Workshop

The official closing ceremony started at 10:20 a.m. on 29 September 1988 at the Ballroom of Kuching Hilton Hotel. It was attended by all the participants, observers and guests. Mr. Othman Said, Director General of KEMAS; Mr. Taichi Sasaoka, Secretary General of ACCU; and Mr. Ismail Mansor, Secretary General, Ministry of National and Rural Development, delivered their speeches. Finally, YAB Datuk Patinggi Haji Abdul Taib Mahmud, Chief Minister of Sarawak, delivered his speech and officially closed the workshop.

Closing Speech by the Chief Minister of Sarawak

12. Recommendations

The following recommendations were proposed by the participants of the Workshop and adopted unanimously:

A. UNESCO

1. In the context of APPEAL, UNESCO should assist ACCU and the member countries financially and technically in the literacy activities.

2. UNESCO should strengthen more financial assistance to follow-up activities of each participating country.

3. UNESCO should give high priority to the materials on women's education for the village development.

B. ACCU

1. ACCU should continue to organize the Regional Workshop of producing of the prototype materials for neo-literates every year in the cooperation with UNESCO and the member states in the region in the view of a large number of neo-literates are existing.

2. ACCU should provide more financial and technical assistance to member states for production of AJP materials in view of the large number of good AJP materials adapted and produced in the region.

3. ACCU and UNESCO should provide more financial and technical assistance to member

countries for follow-up activities, national workshop and production of neo-literate materials.

4. ACCU should produce more variety of AJP prototype materials for adaptation to the local version of each participating country.

5. ACCU should conduct Regional Workshop on Audio-visual materials such as picture story telling, slide kit and video films and provide participants with necessary software materials and equipment.

6. ACCU/UNESCO should develop a hand book for field workers on planning, organizing, monitoring, evaluating and supervising literacy programmes.

7. ACCU, in cooperation with UNESCO, should develop research activities demonstrating different methods used for developing neo-literate materials for different target groups.

8. ACCU should organize the training course on utilization of the existing materials in the region.

C. Member States

1. Member States in the region should give high priority to neo-literate material production and more funds to neo-literate material production in the context of APPEAL.

2. Member States should continue and strengthen their links with UNESCO and ACCU in the context of APPEAL.

3. Member States should organize the national workshop to develop new materials and adapt the AJP materials as the follow-up activities of the Regional Workshop.

4. Member States should take especially keen interest for education of women in the village in the region.

5. Member countries should promote reading habit and set up reading centres in villages.

Traditional Building in "Kampung"

Sarawak River

CHAPTER I

Group Report on Field Survey, Preparation and Field-Testing of Materials

1. Introduction
2. Slide (Group A)
3. Booklet (Group B)
4. Video (Group C)
5. Poster and Game (Grcup D)

1. Introduction

The participants in the Workshop formed four groups according the categories of the materials for neo-literates, and developed materials following the steps shown below.

a. Steps of developing materials in the Workshop (Group work)

I. Field survey

1. Preparation for community survey
2. Community survey at the village
3. Analysis of community survey

II. Preparation

4. Selection of theme and topics of materials to be prepared
5. a. Preparation and production of materials
   b. Adaptation and translation of AJP materials to be tested

III. Field testing

6. Preparation for field-testing
7. Field-testing of materials prepared by the group and AJP materials adapted
8. Analysis of field-testing

IV. Revision of the materials

b. Materials developed by the groups

Category	Title of material developed	Format
1. Slide (Group A)	1. Slide Tape Programme on Extra Money from Handicrafts	Slide
2. Booklet (Group B)	1. Wealth from Waste	Booklet
3. Video (Group C)	1. Women's Education for Village Development	Videotape
4. Poster and Game	1. Better Surrounding for Good Health 2. Co-operation for Village Development	Poster Game

c. Groups Formation

	Group A (Slide)	Group B (Booklet)	Group C (Video)	Group D (Poster and game)
1. Village selected	Kampung Krusen	Kampung Reba	Kampung Mujat	Kampung Bako
2. Chairperson	Mr. Haji Yusoff Ramli (Malaysia)	Mr. Mohd. Noh Bidin (Malaysia)	Mr. Ghulam Murtaza (Bangladesh)	Mr. Mustaffa Mat Yassin (Malaysia)
3. Rapporteur	Mr. Augustine Chen (Malaysia)		Ms. Avanti Bhave (India)	Mr. Purushottan Nath Pradhan (Nepal)
4. Members	Mr. Fang Depu (China) Mr. Wang Dai (China) Mr. Abdullah Chek Sahama (Malaysia) Mr. Shigeru Aoyagi (ACCU) Ms. Misako Ohnuki (ACCU)	Mr. Anggoro Sigit (Indonesia) Mr. Ali Bafandeh (Iran) Mr. William Guittap (Phlippines) Mr. Phimjai Sithisurasak (Thailand) Mr. Tran Quang Thong (Vietnam) Mr. Farhad Eftekharzadeh (Iran) Mr. James Wong Ka Min (Malaysia)	Mr. Lingadevaru Halemane (India) Ms. Rohana Ahmadun (Malaysia) Mr. T.M. Sakya (UNESCO) Mr. Shinji Tajima (ACCU)	Mr. Maman Suherman (Indonesi Mr. Chanh Phounsavath (Laos) Mr. Xeuane Leuanevilay (Laos) Mr. Sungkom Hanwong (Thailand) Mr. Nguyen Gia Khuyen (Vietnam) Mr. Michael Ranges Nyangat (Malaysia) Ms. Noriko Takemae (JOCV)
5. Secretariat	Mr. Azami Ismail (Malaysia) Mr. Juhin Abdullah (Malaysia)	Mr. Shuib Othman (Malaysia) Mr. Maria Hj. Tahir (Malaysia)	Ms. Norizan Muda (Malaysia) Mr. Hussein Dollah (Malaysia)	Ms. Dayang Saenah (Malaysia)

2. Report of Group A (Slide)

Village Profile

Name of village	: KAMPUNG KRUSEN
Location	: Approximately 75 kms from Kuching City located in Serian District, Samarahan Division.
Race	: Bidayuh and Land Dayak
Total Population	: 650
Literacy Rates	: Literate 70% Illiterate 30%
Availability of Road	: Tar road from Kuching for 64 kms and gravel road for 11kms Sarawak Transport Company up to Serian and Tebakang Transport Company bus service up to the village.
Occupation	: Agriculture 90% Non-agriculture 10% (Service and labourers)
Land Distribution Pattern	: Customary rights landholders
Infrastructure Facilities	- Primary school 1 - Pre-school 1 - Rural library 1 - Community hall 1 - R.C. Christian Church 1 - Rice mill 2
Communication Facilities	: Nearest post office is located at Tebakang,3kms away
Co-operative Society/ Association	: A group Co-operative society serves the village. - Farmers Association - Women Institution - Village development & Security Committee - Parent-Teacher Association
Health Facilities	: Village Health Promoter -- 1 Health Centre located at Tebakang, 3kms away.
Water and Lighting Facilities	: Pipe gravity water supply and electricity supply are
Marketing Facilities	: Village shops are available.
Religion and Culture	: All belong to Roman Catholic Religion. Practising Bidayuh culture/traditions.
Level of Living Standard	: Living standard is generally fair. No one lives below the poverty line.
Non-Formal Educational Programmes for the Village	: Rural library and pre-school class.

Level of Peoples' Participation in Education as well as Non-Educational Programmes:

Villagers have constructed a community hall village road, piped gravity water supply, and pour flush latrines.

What are the Life Style/Social Norms Obtained in the Village:

Traditional and practising the christian religion.

Any Special Festival Organised in Village :
- Gawai Dayak festival is celebrated on a large scale as a new year.
- Celebration of Christmas.

No. of Educated Adults :

	Male	Female
University Graduate	-	4
College Graduate	1	1
Secondary School	45	48
Primary School	50	50

Adult Education Class	: Nil
Non-Formal Education (for pre-school)	: 1 centre organised by KEMAS.
Date of Commencement of the centre	: 1st June 1979
No. of Children Enrolled	: 7 boys and 4 girls
Instructor's Name and qualification	: Matina Ak Philip Paru, Form 3
Training of all types	: PLK Kuala Lumpur
Support Given by the Kampung/ Village Committe	: Provision of school and Educational Materials. Assist in Preparation of food and organised monthly and annual activities for the children.
Rural Library	: 1 centre
Date of Commencement of the Centre	: 1st January 1982
No. of Readers	: 116 people (registered) 90 (not registered)
Name of Librarian	: Diya Ak Saul
Support Given by the Kampung	: Provision of premises and furniture
Facilities Given by KEMAS	: Provision of books, newspaper and magazines

Member of the Group

The group nominated Mr. Yusoff bin Ramli as chairman and Mr. Augustine Chen as reporteur. The members of the group are:

1. Yusoff bin Ramli (Malaysia) - Chairman
2. Augustine Chen (Malaysia) - Reporteur
3. Fang Depu (China)
4. Wang Dai (China)
5. Dr. Nuzhat Ikram (Pakistan)
6. Abdullah Che Sahamat (Malaysia)
7. Shigeru Aoyagi (ACCU)
8. Misako Ohnuki (ACCU)
9. Azami Ismail (Malaysia) - Photographer
10. Juhin Abdullah (Malaysia) - Interpreter

The group met on 23rd September 1988 at 8.00 p.m. to prepare the questionaire for the field work. After discussion on the possible methods of field survey, the group decided to use the following methods:

a. Observation
b. Interview

The group identified the following areas for field study by observation and questionnaire:-

a. Occupation
b. Income
c. Education (formal and non-formal)
d. Food
e. Housing
f. Water
g. Health
h. Spiritual life
i. Communication and population
k. Culture

The group formulated questionnaires based on the above areas. The questionnaires are in the form of structured and open ended. The questionnaires are as Annex I of this Group report.

Field Work In the Village: Kampung Krusen

The group visited the village on 24th September 1988. The journey from the hotel took about 1 1/2 hours by land. The questionnaires were used to interview the respondents. For interviews the groups were divided into 3 sub groups. 17 house holds were selected to be the respondents and the interview took about 1 1/2 hours. At about 2 p.m. the group left the village and reached Kuching at about 4 p.m.

Analysis of Field Data

After the field visit, the group analysed the data from the 17 respondents and the village profile. The group met from 4.30 p.m. to 6.30 p.m. The group used brainstorming techniques at first, by asking the members what they have observed. The group then went through the seventeen questionnaires and analysed each questionnaire according to the areas focussed during the interview. The outcome of the analysis are as follows:

Result of Findings

The result of the interview were analysed manually.

Particulars of Respondents

17 respondents, all head of households were interviewed and all of them were male. Of the 17 respondents, 13 are farmers, 3 government officers and 1 businessman.

Educaitonal level	No. respondents
Non-formal education	5
Primary education	9
Secondary education	3

Growing Padi

15 of the respondents grow padi and 2 do not. Of those who grow pade 7 respondents said that it was sufficient for consumption and 8 said not enough. They had to buy rice from the market/shops.

Growing Vegetables

15 out of 17 respondents grow their own vegetables and 2 do not. 11 out of 15 respondents said they grow sufficient vegetables for consumption and 4 do not have enough. Of those who do not have enough supply, 3 said they bought vegetables from the market and 1 obtained his vegetables from the jungle (i.e. jungle produce).

Catching Fish

16 out of 17 respondents did catch fish for home consumption and only one did not.

Rearing of Animals

12 out of 17 respondents rear poultry or animals and 5 do not and those who did not rear have to buy their meat in the market.

Water and Electricity Supply

These are available in all the 17 households.

Non-formal Education

9 out of 17 respondents have attended non-formal education and 8 did not.

Type of School Attended by Family Members

Type of school	No. of attended	
	Yes	No
Pre school	5	12
Primary school	9	8
Secondary school	13	4

Co-operative Society

13 out of 17 respondents are members of a cooperative society and 4 are not.

Where do the Respondents Go for Treatment When They are Sick

Place	No. of respondents
Health Centre	16
Hospital	11
Bomoh	4

Percieved Health Problems

Skin diseases such as scabis are quite common. Malaria and stomach ache/diarrhoea were mentioned.

How do the Respondents Spend their Spare Time?

Type of activities	No. of respondents	
	Yes	No
Catch fish during spare time	2	15
Making handicraft	6	11
Watching TV	16	1
Listening to radio	15	2
Reading newspaper	7	10
Reading magazines/Bible	4	13
Play games	5	12
Bomoh	1	16

Of those who listened to radio the majority of the respondents are interested in the news programme and followed by singing and sports.

As regards to the TV programme, the respondents are also more interested in listening to news. This is followed by news, wrestling and singing.

Suggestions as to How to Get Extra Income

Type of activities	No. of respondents
Plant rubber	5
Plant pepper vine	4
Part time manual labour	4
Plant cocoa	3
Making handicraft	1
Operate retail shop	1

Observation

With regard to observation the members of the group give verbal feedbacks on the areas identified for field study.

Conclusion

There is a pre-school class organised by KEMAS for the children in the Kampung, however there is no non-formal education class being organised for the adults in the Kampung.

The income of the people is quite good as all the house holders earn more than $412.00 per month which is above poverty line. The health of the people is satisfactory however, there are some health problem such as indiscriminate disposal of refuse, and diseases such as scabies and diarrhea.

Selection of Themes and Format

On a priority basis the following topics were selected.

a. Extra money from handicraft
b. Non-formal education for adults
c. Co-operative way of marketing handicraft
d. Proper refuse disposal

The group has discussed the above themes and format carefully and has agreed that they should focus on the topic, "Extra Money from Handicraft". This topic is to be presented in slide tape programme as it was assigned to the group. The group was of the view that the slide tape programme should have about 35 - 40 slides and run for 15 - 20 minutes.

Development of New Prototype Materials and Improvement of AJP Materials

New Materials

Slide tape Programme on Extra Money from Handicraft

The work is to be completed in 2 days. The group discussed the preparation of the Slide Project. It dealt with issues as who would do what, how to prepare the script writing, photography, taking of slides, narration, voice input, recording and so on. The group also translated the script into Bahasa Malaysia for pretesting in the field. After completing the production of slide kit, the group prepared the questionnaire for the field testing.

Adaptation of AJP Mateial

The group was to improve AJP material on "Poultry For Additional Income". It was to be pretested in the field and improved on the basis of the feedback. The script was translated into Bahasa Malaysia for pretesting.

Field Testing of New Materials in a Village

Before pretesting, the group discussed the mode of presentation of the materials in the field. They developed a 6 point questionnaire for pretesting the slide-tape on "Money from Bamboo".

The methodology adopted for the pretesting the materials are as follows:

(i) showing of slides
(ii) using questionnaire

15 female respondents were selected to answer the questionnaires. The audience at the presentation of the slide show comprised about 100 peopbe. The responses of the viewers are as follows:

(a) Slide-Tape newly developed

The theme was relevant to the audience and the slides were clear and understandable. The narration was good. They found the visuals and narrations very attractive. The music was

appealing and the story was found to be interesting.

The pretesting team observed that 3 out 15 respondents felt that they were unable to understand the language clearly.

(b) Adapted AJP Material

The AJP material on "Poultry for Additional Income" was pretested and the responses are as follows:

The message was well received by the respondents. Due to time factor the slide was not recorded with music and sound effect. The script was read by one of the group members while the slide was presented. The idea was found, not up-to-date for local reference.

ANNEX I

QUESTIONNAIRE

Group A

1. Name of Kampung : _____
2. Date of interview : _____
3. Name of respondent : _____

   No. of persons in family : _____
4. Age : _____
5. Sex : _____ (M/F)
6. Race : _____
7. Occupation : _____
   Income : $ _____
   Main source : _____
8. Educational level

No education	( )
Primary education	( )
Secondary education	( )
College/University	( )

9. Religion : _____
10. Type of house

    (i) Brick/concrete ( )
    (ii) Wooden ( )
    Other specify _____

11. Food

		Yes	No
i)	Do you grow padi?	( )	( )
	If yes, is it sufficient?	( )	( )
	If no, where do you by it? _____		
ii)	Do you grow vegetables?	( )	( )
	If yes, is it sufficient?	( )	( )
	If no, where do you buy it? _____		
iii)	Do you catch fish for consumption?	( )	( )
iv)	Do you rear poultry/animals?	( )	( )
	If no, where do you buy your meat?		

12. Type of water supply :

piped water	( )
rain water	( )
river waer	( )
other (specify)	_____

	Yes	No
Do you boil your drinking water?	( )	( )
Electricity Supply	( )	( )

13. Non-formal education

		Yes	No
i)	Do you attend any non-formal education class	( )	( )
	Is there any member of your family attending	( )	( )
	(a) pre-school class If yes, how many? _____	( )	( )
	(b) primary school If yes, how many? _____	( )	( )
	(c) secondary school If yes, how many? _____	( )	( )

14. Co-operative Society

	Yes	No
Are you a member of co-operative society	( )	( )

If yes, what benefits you get? _____

15. Where do you seek treatment when you get sick?

Rural clinic	( )
Hospital	( )
Bumoh	( )
Manang	( )
Others	_____

16. Are there any health problems found in the community?

Yes	No
( )	( )

If yes, what are they? _____

17. Recreation & sports

    (a) What do you do during your spare time?

    _____

(b) Do you listen to any radio programme?

	Yes	No
	( )	( )

If yes, what programme are you intersted?

_____

(c) Do you watch TV? ( ) ( )

If yes, what programme are you interested?

_____

(e) Do you play and games?

( ) ( )

If yes, specify

_____

18. Environment

In the house

		Yes	No
(i)	Proper dining hall	( )	( )
(ii)	Proper kitchen	( )	( )
(iii)	Study room	( )	( )

Outside the house

	Yes	No
(i) Proper latrine	( )	

(ii) Compound

Clean	( )
Not clean	( )

		Yes	No
(iii)	Animal house	( )	( )

Away from the house	( )
Under the house	( )
Near the house	( )

19. Refuse disposal

Refuse pit	( )
Burning/burrying	( )
Indiscrimate disposal	( )

20. How would you get extra income?

Suggest : _____

Field Testing Questionnaire for Slike Kit Extra Money from Bamboo

Q1. What do you think of the theme?

Appropriate	( )
Not appropriate	( )
Fair	( )

Q2. Do you understand the contents of the slide show?

Yes	( )
No	( )

If no, which part you do not understand?

_____

Q3. Do you understand the narration?

Yes	( )
No	( )
Fair	( )

Q4. Is the music appealing?

Yes	( )
No	( )
Fair	( )

If not, give suggestions.

_____

Q5. Is the story interesting and enjoyable?

Yes	( )
No	( )
Fair	( )

If not, give suggestions.

_____

Q6. What do you feel after seeing these slide presentation?

Motivating	( )
Not motivating	( )
Fair	( )

ANNEX II

Field Testing Questionnaire for Slide Kit Extra Money from Bamboo

Q1. What do you think of the theme?

Appropriate	( )
Not appropriate	( )
Fair	( )

Q2. Do you understand the contents of the slide show?

Yes	( )
No	( )

If no, which part you do not understand?

_____

_____

Q3. Do you understand the narration?

Yes	( )
No	( )
Fair	( )

Q4. Is the music appealing?

Yes	( )
No	( )
Fair	( )

If not, give suggestions.

_____

_____

Q5. Is the story interesting and enjoyable?

Yes	( )
No	( )
Fair	( )

If not, give suggestions.

_____

_____

Q6. What do you feel after seeing these slide presentation?

Motivating	( )
Not motivating	( )
Fair	( )

ANNEX III Newly Developed Material

Extra Money from Handicrafts (Money From Bamboo)

Scene in the Slide	Character	Narration
No. 1		(Music in) (Title) Mondy from bamboo.
No. 2	(Narrator)	Josy is a cheerful girl living in Kampung Krusen. One day she visited her friend Sabin in the next village.
No. 3	(Josy)	"Good morning Sabin, how are you?"
	(Sabin)	"Fine, thank you. We haven't had a chance to meet for a long time. Anyway come in."
No. 4	(Josy)	"Oh how beautiful the basket is! Where can I get such a beautiful one. It must be expensive."
No. 5	(Sabin)	"Thank you Josy, you can get this (basket) at the Karyaneka, but actually this (basket) was made by our woman group."
No. 6	(Josy)	"For yourself? It's great. My friends and I in our village can also make the basket but the quality is not so good. Where did you learn how to make such a good quality basket like this?"
No. 7	(Sabin)	"We learned that from attending a course organized by KEMAS. If you know the technique, it is not so much difficult to produce it. You can do the same we can. It makes a good money, Josy."
No. 8	(Narrator)	Josy remembered that her village also has abundance of bamboo.
	(Josy)	"Yes. Maybe we can produce high quality handicrafts like that, and get more money, because our village has plenty of bamboo. I will try my best!"
No. 9	(Narrator)	The next day, Josy called on the KEMAS supervisor to get his advise.
	(Josy)	"Good morning supervisor. Yesterday I just visited my friend in the next village. There I saw a very good quality handicraft. May I have your advise on how to produce them?"

No.10	(Supervisor)	"For efficient production of good quality handicraft on commercial basis, you need to organize yourselves and have a skill training in handicraft. If you are interested, we can organize a visit to handicraft centre and Karyaneka."
	(Josy)	"Thank you very much. I'll follow your advice."
No.11	(Narrator)	A few days later, Josy and her group visited the Handicraft Centre. They could get the proper information from the instructor regarding the production of bamboo craft.
No.12	(Josy)	Josy and her group were received by the instructor of the centre.
No.13	(Josy)	"We want to make handicrafts from bamboo. Can you advise us how to prepare the bamboo in order to make basket?"
No.14	(Officer in charge of handicraft)	"The first thing you have to do is to select the bamboo."
No.15	"	"Secondly, you have to dry the bamboo."
No.16	"	"Next, you have to split the bamboo into small strips."
No.17	"	"Fourthly, the inner part of the bamboo is to be separated from the skin."
No.18	"	"Now, the fifth step is to soak the bamboo in water for about half an hour."
No.19	"	"The sixth step is to refine the bamboo."
No.20	"	"Lastly, you have to dye the bamboo in boil water for 5 - 7 mins."
No.21	(Narrator)	Now the bamboo is ready to be used. Now let us see the seven steps again.
No.22	"	A week later, Josy calls a meeting of her village women.
No.23	"	The women suggested Josy and her few friends to undergo a handicraft training.
No.24	"	The training takes 1 1/2 years. They are provided accommodation and monthly allowances. Josy and her friends are working hard in the handicraft centre to learn the art.
No.25		Now they are back home very happy after completing their course.
No.26	"	Josy has started a craft centre in her village.
No.27	"	The women are cooperating with her and learning the skill.
No.28	"	One day, Josy invites Sabin to her village to show the women fine work.
No.29	"	Josy and Sabin guide the women on how to market their products.

No.30	(Narrator)	Now they are able to sell their product to karyaneka and get good price.
No.31	"	With the extra money they earned they deposited in the Bank and ASN.
No.32	"	With their money they saved, they can send their children for higher education. They can enjoy a better living.

3. Report of Group B (Booklet)

Village Profile

Name of Village	: Kampung Reba
Location	: 45 kms from Kuching
Population	: 736 or (537)
Area	: 30 hectar
Occupation	: Almost all farmers Others - self employed and government employee
Race	: Mostly Malays
Facilities	: 1. Schools a) Kindergarten b) Primary school (Grade 1-6) No secondary school c) Functional literacy class (agriculture) 2. No post office - only postal representative 3. No clinic - mobile medical term that visit the village every 2 weeks. 4. One mosque 5. One community hall 6. Playing ground - sports
Mode of Transportation	: 1) Road - unpaved rural road 2) River - small boats - canals
Water	: 1) Collect rain water and store water in large tanks 2) wells - bathing and washing 3) supplied by government agencies when there is no rain
Power Source	: Electricity
Marketing Selling	: Middlemen and limited direct
Living Standard	: Generally they enjoy a reasonable standard of living. They earn on the average between M$300-M$500 a month. They have modern facilities in their homes e.g. electrical appliance - modern furniture and furnishing.
Role of Parent in Education	: 1) All parents send their children to school (kindergarten) 2) A lot of those who can affords send their children for secondary education in Kuching and college.
Sanitation	: Unsatisfactory. Drains are dirty and clogged. No proper place to dispose the waste materials.
Educational Standard of Village	: Mostly can write and read in Jawi (Arab script) and Rumi (Roman script). They have attend either primary schools and literacy class.
Village and Committee	1) Committee on Development 2) Youth organization 3) Women organization 4) Mosque committee
Government Subsidies	: 1) Seeds 2) Fertilisers 3) Insecticides 4) Technical knowledge
Festivals	: 1) Independence -- 31 Aug. 2) Governor's birthday 3) Aidil-Fitri 4) Aidil-Adha 5) Hijra 6) Moharram 7) Prophet's birthday
No Banking	: Mobile banking system
Cooperative	: Farmers cooperates collecting and deposits.

Problems:

1) Water supply
2) Low price of products -- internal
3) Sanitation
4) Transportation and communication
5) Education on quality of life
6) Lack of expertise
7) Secondary school nearby
8) Religious education
9) The primary school needs renovation

1. Introduction

The Group was formed to prepare a booklet for neo literates in Kampung Reba, in the District of Asajaya. The Group consisted of eight participants, a resource person and two members of the secretariat.

2. Members of the Group

1. Mr. Mohamad Noh b. Bidin (Malaysia)
2. Mr. Anggoro Sight (Indonesia)
3. Mr. Farhad Eftekharzadeh (Iran)
4. Mr. Ali Bafandeh (Iran)
5. Mr. James Wong Ka Hin (Malaysia)
6. Mr. Troadio P. Robes (Philippines)
7. Mr. William Guittap (Philippines)
8. Ms. Phimjai Sitthisurasak (Thailand)
9. Mr. Guyen Gia Khuyen (Vietnam)

Secretariat: Mr. Shuieb Othman
Mdm. Maria Hj. Tahir

3. Preparation of Tools for the Survey

The Group met to deliberate on the design of questionnaire. The Group was fortunate to have the benefit of a video presentation of the village prior to the preparation of the questionnaire and in this way, made out task a bit easier. The Group was told that the respondents had already been identified by KEMAS on voluntary basis.

The group identified the following areas of concern and interest following the video presentation.

(i) Educational facilities (such as schools, kindergartens)
(ii) Social life (Associations, co-operation)
(iii) Economic background (type of occupation)
(iv) Health and sanitation (toilets, drains)
(v) Physical facilities (clinics, post office
(vi) Others

4. Methodology

The group decided to gather information from the village using the following methods.

(i) Questionnaires

Questionnaires will be used to solicit information from the respondents, the participants will play the role of enumerators and if necessary local offices will be required to act as interpreters.

(ii) Interview

Interviews will be conducted to those who were not covered by the questionnaires. Interviews were to be conducted informally and discreetly.

(iii) Observation

Observations of participants will be recorded and these observations will be very useful to supplement the information gathered through the other two methods. The observations made will be useful to suplement the findings of the two earlier methods.

5. Field Survey

The Group visited the village on the 24th September 1988 to conduct a field study. The purpose of the visit was to gather information directly from the villagers. The trip to the village took about 1 1/2 hours though it was only about 45kms. from Kuching. We had to cross a river and travelled on a slippery rural road.

Upon arrival, we were cordially welcomed by the villagers. After the customary exchange of greetings we were taken to the Community Hall where formally welcomed by a hundred villagers. We explained the intention of our visit and the villagers seemed to understand exactly what we wanted to do.

After introducing ourselves to our intended respondents, we set on the business of extracting information guided by a questionnaire which we prepared earlier. (refer to Appendix A of the Group Report) The exercise was done in the hall itself as well as in the surrounding areas. All in all, 12 respondents were interviewed. We also went around the village to get more information about the village.

6. Analysis of the Field Trip

The data collected was analysed based on the procedures agreed upon by every member of the Group. Each member was asked to identify ten problems and also to suggest possible solutions related to the problems. The problems were discussed at great length by everyone in the Group. The resource person acted as a facilitator to guide the course of the discussions. The problems identified by the group can be summarised as follows:

(i) Water problem

This is a grave problem for the village as the village has no piped water supply. Rain is collected in large tanks for drinking purposes. Wells are also dug but the water from these wells are unfit for human consumption as the water is brownish and has an unpleasant taste. During droughts, water is supplied directly to the village by the Government Water Department. WAter is a basic human necessity and it is considered to be the most crucial and critical, compared to the other problems.

(ii) Sanitation

Generally the sanitation is far from satisfactory. Rubbish is seen everywhere, especially in the clogged drains. The water in the river is stagnant as there is a drainage project in the area preventing the water from flowing.

(iii) Low price of produce

Daily economic transactions of agricultural products are done through middlemen as there is no direct selling to the retailers or customers. The prices are normally suppressed for maximum profit by the middlemen.

(iv) Lack of social services

The village has no post-office, hospital or clinic or bank. There are mobile teams that come to the village to provide such services as medical and health savings and so on, but such visits are infrequent.

(v) Wastage of by-products

The group saw stacks of coconut shells and husks near the houses of villagers. These by-products of coconuts were not only eyesores but also a fire hazard. Though some were used to pave rural paths or even as substitutes for fire wood, there are too many shells and husks still unused.

7. Identification and Selection of a Booklet Topic

The questionnaires administered in the village were analysed by the Group. Problems were

identified. We realized that there were enough materials for a likely topic for the booklet. However, we realized that a lot of AJP materials had already covered the ones we had in mind that we identified. Finally we decided to do an economic generating topic, as this would be useful to the villagers and to our knowledge, AJP has not produced a similar booklet.

The Group decided that the booklet would contain ten frames and that each frame would be interelated to each other. There should be a continuous sequence of events based on illustrations and simple dialogue. The whole approach was to educate the villages through a simple idea of innovation and pragmatic solution.

We observed that the village had a surplus of unwanted and unused coconut shells and husks. We felt that those shells and coconuts could be transformed into something beneficial and profitable. What was lacking was technical know-how. If something could be organised for the villagers, then the whole village would benefit.

8. Field Testing

The group was assigned to test two AJP booklets and a new material designed by the Group. The materials tested are:

AJP Materials

i) More Income by Tree Planting
ii) Fish Breeding Needs A Lot Of Oxygen

New Materials

Wealth from Waste

All the booklets which were tested in the village of Kampung Reba were translated into Bahasa Malaysia. A small group comprising of the members who were proficient in either Bahasa Malaysia and Indonesia was formed to undertake the task of translating the booklets. Consideration was taken to ensure that the level of language used in the translation would reflect the general level of education in the village concerned.

9. Field Testing Instrumentation

An evaluation format, was designed by the group to help in the field testing exercise. (refer to Appendix C of the Group Report) The evaluation would gather information on the general impressions of respondents and about the three booklets in terms of clarity, conceptualization of ideas, understanding of the sequence of events, the suitability of the choice of words and sentences used and the presentation of graphics and illustrations. With regard to the two AJP materials, the general impression given is that the books are suitable. However there are certain aspects of the book which need to be improved. For example in the booklet entitled "Fish Breeding Needs A Lot of Oxygen" the concepts of oxygen, carbon dioxide, the water wheel and air compressor are unfamiliar to the villagers and they suggested that simpler concepts would be more appropriate. They are also expressed that the booklets would be more effective if they were in colour.

On the positive side the booklets are very educational and they contain elements that they can emulate to improve their socio-economic status.

There are also some problems with some of the sentences as the respondents did not like long sentences. They prefer the sentences to be short and precise.

The new developed booklet which has been given the title of Wealth form Waste was well received by all the 12 respondents in the village. They expressed their appreciation that the booklet was relevant to their environment and way of life and that the idea of turning coconut shells and husks into viable economic ventures was new and something to ponder about.

Appendix A

Questionnaire for Field Trip Items to be Considered

1. Name : Kampong Reba
2. Location : 45 kms from Kuching
3. Population : 736
4. Area : 30 hectar
5. Tribes : Mostly malays
6. Occupation : 1.
   2.
   3.
   4.
   5.
7. Facilities : 1) Schools (1) Primary
   (2) Secondary
   (3) Kindergarten
   2) Post Office
   3) Clinics
   4) Mosque
   5) Telephone
8. Roads
   1) Rural roads
   2) Paved roads
   3) Unpaved roads
   4) Others
9. Water : 1) River
   2) Piped
   3) Wells
   4) Rain
10. Electricity and Substitute
11. Religion
12. Marketing : Middlemen
    Direct selling
13. Living Standard
14. Educational Standard of Parents :
    Pre School
    Primary
    Secondary
    Literacy Class
15. Sanitation

    Problems :

16. Economic activities

17. Social activities

18. Village organizations

19. List team problems.

20. List possible solutions.

21. Possible topic for booklet.

22. General comments.

Appendix B

Evaluation of Test Materials

Village : _____

Title of materials : _____

Sex (M/F) : _____

Age : _____

Occupation : _____

Educational level : _____

I. General Impression

1) Do you like the book?
2) Do you understand the story?
3) Is the book attractive?

II. Cover

Item	Do you like Yes	Do you like No	Comments, if answer is no
Words			
Illustration			
Title			

III. Content

Page	Word(s) not understood	Comment on drawing
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

Item	Yes	No	Comments
1. Do you learn anything from the book?			
2. Do you think you will follow the idea from the book?			
3. Do you think the others can also understand the book?			

IV. Comments of Respondants

1.

2.

3.

4.

5.

VI. Observations of enumerators

1.

2.

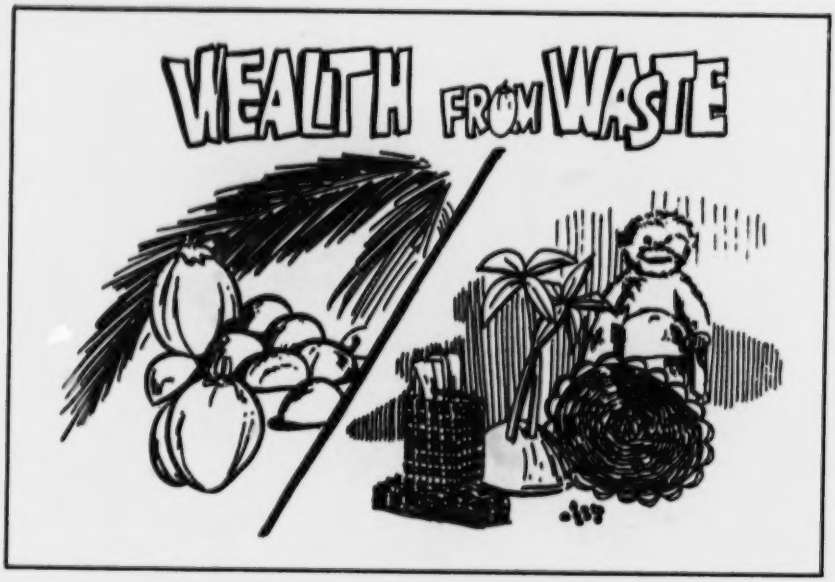
3.

4.

5.

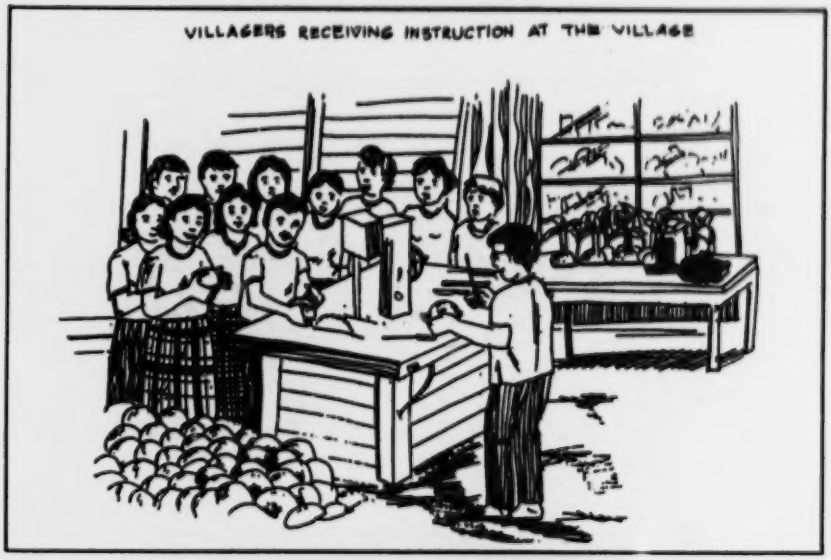
Material newly developed by Group B

Title: Wealth from Wastes (booklet)



WHAT ARE THESE? THEY ARE ATTRACTIVE!
THEY LOOK LIKE COCONUT SHELLS
WE CAN MAKE THOSE THINGS HERE OURSELVES.
YES, WE CAN. BUT WE DO NOT KNOW HOW
WHY NOT APPROACH THE VILLAGE COMMITTEE. I AM THE SECRETARY.
WE AGREE TO THE PROPOSAL. I WILL GO TO HELP.
WE NEED EXPERT AND LOAN.
I'LL TAKE CARE OF THAT.

I WILL GO TO THE DISTRICT OFFICE TO INVITE AN EXPERT.
BANK
DISTRICT
I WILL APPLY FOR A LOAN.


VILLAGERS RECEIVING INSTRUCTION AT THE VILLAGE

THIS IS FUN. I ALREADY KNOW HOW TO MAKE FLOWERS.
YES, BUT BE CAREFUL OF THE SHARP KNIVES.

CO-OPERATIVE
WHERE ARE THEY SENDING THESE THINGS?
THEY ARE SENDING THEM TO THE CITIES OR OTHER COUNTRIES.

IM LOOKING FOR A GIFT, WHAT IS THIS THING MADE OF?
IT IS MADE FROM COCONUT.

NOW WITH OUR ADDITIONAL INCOME WE CAN SEND OUR CHILDREN TO COLLEGE.
NOW I CAN GO TO MECCA.

4. Report of Group C (Video film)

Village Profile

Name of village	: KAMPUNG MUJAT (LONG HOUSE)
Location	: 8th Division, Serian District. West Kuching. Approx. 100km. by road from Kuching City 2 hrs driving.
Area	: Housing area 20 hectares. Agricultural land: 245 hectares
Population	: 1198 Farming families -- 106
Public Facilities	: Primary school Community hall Electricity supply Water from nearby mountain
Professions	: - Rice farming - Pigs and poultry raising - Fish breeding - Rubber, cocoa and pepper plantation - Home handicraft
Village Activities	: Cooperative Farmer's Association Women Institution GOTONG ROYONG project
Race	: Bidayuh (Land Dayak)
Literacy Rate	: Literate 60% Illiterate 40%

Group C consists of 9 members, as follows:

1. Mr. Ghulam Murtaza (Bangladesh) - Chairman
2. Ms Ananti Bhave (India - Rapporteur
3. Ms. Rohana Ahmadun (Malaysia)
4. Mr. Shinji Tajima (ACCU)
5. Mr. Michael Ranges Nyangab (Malaysia)

Resource Persons

1. Mr. T.M. Sakya (UNESCO)
2. Mr. Lingadevaru halamane (India)

Secretariat

1. Ms. Norizan Muda (Malaysia)
2. Mr. Hussein Dollah (Malaysia)

1. Field Visit

Before visiting the village the areas of observation were assigned to group members such as women's education, health, social life and culture, etc.

The group visited Kampung Mujat on September 24, 1988. The various sides of the longhouse lives were observed. Based on these observations, the problems were identified.

2. Survey Analysis

For identifying the problems the group used NP method.

3. Problem Identified by Group C

1. Lack of health awareness
2. Ignorance of exploring additional income
3. Deprivaiton of opportunities for girls
4. Poor hygenic surrounding
5. Absence of learning environment
6. Sanitary facilities not proper
7. Youths no longer longing for longhouse
8. Youth frustration due to transitory phase
9. a. Cultural crisis
   b. Superstitions prevail.
   c. Lack of postal service.
10. No spacing between children.

4. Solutions for Problems: Kampung Mujat

After identifying the problems, Group C discussed on them and found some solutions. These are as follows:

1. Family Education
2. Orientation on various issues
3. Support materials
4. a. People's learning centre
   b. Marketing
5. Education against superstitions
6. a. Population education
   b. Women in development
   c. Primary education
   d. New technology
7. a. Support from developmental departments
   b. Womens' Participation
   c. Higher education

5. Problems and Solutions raised especially on Education

The main problems raised are:

1. The girls are not allowed to go for education beyond certain limits.

2. The introduction of new educational values are barred owing to their traditional values.

3. Developmental activities like health, social welfare, child care, womens' empowerment etc. have not been implemented properly.

4. Civic amenities have not been provided except establishing a cooperative society and constructing a community hall.

5. The learning environment of any sort has not been provided. Instead of that, their cultral talents have been merely made use as show-pieces.

What is to be done?

1. Create general awareness among the women fold by opening a non-formal education centre.

2. Compulsary primary education for girls.

3. The higher education facilities.

4. Establish the peoples learning centre by providing necessary reading and learning materials.

5. Open sub-health centre.

6. Training and demonstration programme on handicrafts and cottage industries for women.

7. Provide marketing facilities for their articles.

8. The talented singers and dancers may be recognised and trained according to the changing cultural needs and their talents may be exposed at state and national level.

9. General education for mothers on child-rearing and caring, house keeping and general health conditions.

Since the longhouse has the tradition of community participations, the members of the long house may be educated in the direction of keeping the whole village in a better condition. Activities like clearing the village, avoiding the pollution of river water, searching for the need of the village and finding out proper solutions within the available resources etc. will add extra dimension to the concept of longhouse.

6. Finalising The Topic And Video Script

Though Group C has identified various problems and arranged them in rank, while considering the solutions, it was discussed and decided not to produce the video film on topic which was covered widely in other workshops, i.e. health.

Instead of that while observing Kampung Mujat, it was noticed that the girls and women are willing to learn. They are looking after the fields and household matters. If they are educated all the matters such as health and hygiene, family life, child-care, marketing etc. will be improved. Therefore Group C decided to concentrate on womens' education.

While discussing on the solutions the gorup members found that it would be useful for Kampung Mujat and for all such type of interior villages if the film would be focused on womens' education, which widely covers the areas such as girls' primary education, higher education, population and health education, community participation etc.

After deciding this, the group started exercising on summary for the theme "Womens' Education" and video script. As elaborated by Mr. Lingadevaru Halemane, the group finalized the video script. Before this, during the first visit to the village, some shots were taken for discussion. While finalising the video script, these shots were taken into consideration for the base of film according to the topic.

Then the group discussed on the title of the video film. After discussion, the title was fixed as "WOMENS' EDUCATION FOR VILLAGE DEVELOPMENT". After carefully watching the shots taken on September 24, 1988, after finalising the video script, the group felt that it was necessary to visit Kampung Mujat again and take some more shots. Therefore, the group visited the village again on September 27, 1988. After taking the shots, the new shots and earlier shots were edited overnight.

During these two visits, the group noticed the rich heritage of music and dance in Kampung Mujat. Therefore as a background music, the traditional Bidayu music was selected.

The commentary play important role in any educational films. After editing of the film, the commentary was carefully and creatively written together.

Then, the selected music pieces were inserted in the film, while dubbing of the commentary was going on.

In this way the video film of the duration of around 20 minutes was produced on the topic "WOMEN'S EDUCATION FOR VILLAGE DEVELOPMENT".

7. Some Recommendations

While preparing this film, Group C experienced some important things. Based on these experiences, Group C recommends as follows:

1. Video film is comparatively a new medium to communicate with the villagers. To make it effective and perfect, more time is necessary.

2. If it is to be produced in such type of workshops, the modern facilities would make the film more fast, in time and effective.

3. Normally the technical facilities required are as follows:

   a. Two sets of good video camera
   b. Lighting equipment
   c. Well-equipped editing table
   d. Vision-mixer
   e. Two video cassette recorders
   f. Easily available blank video cassettes as per requirement
   g. One audio cassette recorder
   h. A room which can be used for all this work

In the production of video film on the village situation and for educational purposes, the cooperation from the villagers, local workers and leaders is very much essential. While preparing the video film "WOMENS' EDUCATION FOR VILLAGE DEVELOPMENT" the people in Kampung Mujat cooperated with the group willingly.

Group C feels that preparing this video film without any external technical help, was an inspiring experience.

Video Film : Commentary
Womens' Education for Village Development

1. Education is often seen as a means towards socio-cultural change. It is an effective instrument to bring change in status of women. Education of women can bring about change in a nation.

2. Women are often deprived of opportunities for education. Currently, many countries are giving importance to women's education

3. To support this move, supportive teaching and learning materials are developed and made accessible to women.

4. Todays women are caught between traditional and changing modern values.

5. She's trying her level best to enter all fields, be it science and technology, health or management. Education is the way out for her.

6. It is often said that if women are educated, the family, community is educated too.

7. The question is, how many are getting this opportunity? Very few indeed. Those few who are educated have proved that they can compete in any field.

8. However, the most suffered is the rural women, due to ignorance, lack of opportunities, blind beliefs. Her talent has been wasted. This is a common feature of rural women the world over.

9. Look at this girl. She is caught behind the shacks. Must she remain like this throughout her life? A life of no future, like this forlorn lady.

10. This is Kampung Mujat, a village in Serian District which is about 100 kilometers west of Kuching, capital of Sarawak, a state in East Malaysia. Situated amidst bounteous nature and pastoral beauty bounded by hills. From the main road, one enters the village by laterite road. A stream divides the village into two parts.

11. The unique feature of Kampung Mujat is the longhouse. There are two longhouses situated in the village. One on each side of the river. A few single houses are scattered nearby. A longhouse is a row of houses built on elevated platform. Number of houses could be from 12 to 35 units. These houses open onto comon corridor where families could move in and out of each others unit freely. Directly in front of each unit, beyond the corridor, each family would have drying space with small storage for grains.

12. The domestic birds and animals such as hens, ducks, dogs, pigs, birds and animals are reared behind the house. Every house has two compartments, one upper and one lower. The upper compartment is used for living purposes. The lower compartment is used for cooking, dining and storage of food-stuffs.

13. The concept of longhouse has given a sense of community living and concern for each other. It was told that the system of longhouse emerged due to the fear of external aggression from other tribes. Since long the community has been living under the same roof sharing their joys and sorrows together. However, under changing conditions, the longhouse system has its own constraints. As a result the younger generation has developed certain apathies towards it.

14. There is abundance of natural resources but not optimally utilised.

15. Women limits herself to hardwork of carrying fuel and many such menial works.

16. Government provide facilities, but parents are responsible to maximise its utilization.

17. Living condition do not encourage one to study. There is no privacy.

18. Health facilities are also provided. But it is not utilised as and when required.

19. Like other villages water pollution is common. Rivers are often used for garbage disposal. Same water is used for washing clothes and bathing which results in skin disease commonly seen in the village. Had women been educated, she could see the need for better health condition for children.

20. The rich heritage of the village is very well preserved. But it is limited either for entertainment or for rituals. Had they been made aware of their heritage through education it could be better visualized.

21. Women are interested in learning. If literacy is to be cherished, it is our responsibility to see that the learning environment is created which would enable them to maintain interest and continue to learn.

22. Should this beautiful environment be perished in due course. No! This has to be preserved. Who will do it. It's the community. More so with the women. Education for women means development of the family, community. With better knowledge of their surrounding, the situation can be preserved better. An educated woman is an asset to her family, community and the nation.

Credit Titles
Womens' Education For Village Development

Video Script

Lingadevaru halemane (India)
Golam Murtaza (Bangladesh)
Rohana Ahmadun (Malaysia)
T.M. Sakya (UNESCO)
Shinji Tajima (ACCU)
Avanti Bhave (India)
Norizan Muda (Malaysia)
Hussein Dollah (Malaysia)
Michael Ranges Nyangab (Malaysia)

Camera
Norisan Muda
Hussein Dollah

Artwork
Norizan Muda

Music
Avanti Bahve
Lingadevaru Halemane
Norizan Muda
Rohana Adhadun
Hussein Dollah

Editing
Lingadevaru halemane (India)
Norizan Muda (Malaysia)
Ananti Bhave (India)
Hussein Dollah (Malaysia)

Commentary
Rohana Ahmadun (Malaysia)

Golam Murataza (Bangladesh)
Lingadevaru halemane (India)
Avanti Bhave (India)

Voice
Rohana Ahmadun (Malaysia)

Gratitude to
People of Kampung Mujat

Production
The Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific jointly organised by ACCU and KEMAS in cooperation with UNESCO, at Kuching, Sarawak, West Malaysia. September 21, 1988 to September 30, 1988.

Direction
Lingadevaru Halemane (India)

Title : Women's Education for Village Development

Video Script

Serial No.	Camera	Time	Video	Audio
Sequence 1 : 1	Long shot zoom in	40 secs.	Approach way to Kampung Mujat	Commentary
2	Long shot pans around	40 secs.	Hills, Forest	Commentary
	Long medium	40 secs.	Trees, Stream	Commentary
3	Long medium	15 - 20 secs.	Rivers, Houses both the sides	Commentary
	Zoom in	15 secs.	River	Commentary
	Pan long medium	25 secs.	Village	Commentary
Sequence 2 : 1	Long shot	10 secs.	Longhouse	Commentary
2	Long medium	25 secs.	Village, covering scattered houses	Commentary
3	Freeze	10 secs.	Longhouse	Commentary
4	Close medium	1 min.	Different angles of longhouse	Commentary
Sequence 3 : 1	Close medium	30 secs.	Back portion of the longhouse. Pigs, dogs, chicks, ducks, dirtiness etc.	Commentary
2	Close medium	40 secs.	Indoor portions of the house - cooking, eating, storage, dining.	Commentary

Sequence 4 : 1	Long medium	25 secs.	Longhouse	Commentary and cacophony
Sequence 5 : 1	Close medium	20 secs.	Girls doing domestic work like washing the clothes, plates, cooking, feeding the children, carrying the fuel, working on the fields.	Commentary
5 : 2	Long medium	20 secs.	Girls going to school.	Commentary
3	Long medium	20 secs.	Girs playing, swimming.	Commentary
Sequence 6 : 1	Close shot	45 secs.	A teenage girl tries to sit in privacy to study. Immediately 4 - 5 small boys rush to her with lot of noise. Girl with disgusting face. Closes the book.	Commentary
Sequence 7 : 1	Close shot	20 secs.	Breast feeding of the child.	Commentary
2	Close shot	20 secs.	Children with skin disease.	Commentary
Sequence 8 : 1	Close shot	40 secs.	Women working on handicraft, bamboo cane.	Commentary, cutting Sound of Bamboo
2	Close medium	40 secs.	Women singing, dancing.	Sound of the instruments, commentary
Sequence 9 : 1	Long medium	25 secs.	Villagers are sitting in a group including women discussing.	Commentary
2	Close shot	40 secs.	Community hall, photos, posters and booklets. Women are reading, watching T.V.	Commentary
Sequence 10 : 1	Close medium	30 secs.	One girl dressing up, combing, taking the books, bag, going to school.	Commentary
2	Long medium	10 secs.	Mother watching the school-going girl.	Commentary
3	Long shot	10 secs.	All the children are going ahead. The girl joins them.	Commentary
4	Long medium	25 secs.	Health worker. Mother consulting health of baby. Health worker treating the child.	Commentary
Sequence 11 : 1	Long medium	30 secs.	Children are swimming, playing.	Commentary
2	Long shot fade out slowly.	10 secs.	Background - longhouse, river mountains.	Commentary

5. Report of Group D (Poster and Game)

Village Profile

Name of village	: KAMPUNG BAKO
Location	: 8th Division, Samarahan District, East of Kuching Approx. 42 km. from Kuching City. One hour driving.
Area	: 30 acres
Population	: 2,800 No. of family - 340
Public Facilities	: Primary school Pre school class Home Economic class Rural clinic Pipe water supply Electricity supply Mosque
Professions	: Fishermen Farmers Govt. servants Retailers
Village Activities	: Farmers and Fishermen Association Village Development and Security Committee
Race	: Malay
Literacy Rate	: Literate 70% Illiterate 30%

Group D consists of the following members.

1) Mr. Mustaffa Mat Yasin (Malaysia), Chairperson
2) Mr. Purushottam Nath Pradhan (Nepal), Rapporteur
3) Mr. Chanh Phounsavath (Laos)
4) Mr. Xeuane Leuanevilay (Laos)
5) Mr. Ahmed Zahir (Maldives)
6) Mr. Sungkom Hanwong (Thailand)
7) Mr. Tran Quang Thong (Vietnam)
8) Miss Noriko Takemae (JOCV)

Resource Person
1) Mr. Maman Suherman (Indonesia)

Secretariat
1) Miss Dayang Saenah (Malaysia)

1. Introduction

The group was assigned to prepare poster and game as the follow-up materials for the neo-literates. The group was also assigned village Kampung Bako which is about 42 km east of Kuching city.

2. Preparation of Field Survey Materials

Before going out to the village, the team discussed among the member participants and decided the topics, methodology and tools to be used for collecting the data in the following subjects:

1) Food
2) Water
3) Clothing
4) Housing
5) Economic problems
6) health and Sanitation
7) Education
8) Population
9) Communication
10) Environment
11) Recreation and Sports
12) Cultural and Spiritual
13) Others

The group decided to meet the senior members and other important people of the village to obtain general information of the village. The group also decided to break up into three small groups to observe, interview and discuss with the villagers. A set of questionnaire was also prepared as a guideline to facilitate the investigation in the village.

3. Field Visit

The team visited the village on September 24, 1988. Discussion, interviews and observation were made in the village to identify the needs of the village.

4. Analysis of the Data

The collected data was analysed in NP method as explained by the resource person at the plenary session. Each member of the group was asked to list ten major problems of the village in separate slips. The slips were then collected, categorized and recorded according to the priority basis given below.

1) Lot of soil erosion in the village
2) No cooperative society to help to sell their products
3) Village surrounding is dirty
4) Many villagers did not have personal latrine
5) No literacy/functional programmes are conducted in the village
6) They do nothing at this leisure time
7) Lack of medical facility

5. Selection of the Major Field of Materials

On the basis of the above problems, the team discussed and decision were taken on preparing the materials on two main fields.

1) Better surrounding for good health (poster)
2) Cooperation for village development (game)

6. Development of New Prototype Materials

The group was again divided into two groups. Group on was assigned to develop poster and group two in the development of the game.

1) Better surrounding for good health (poster)

In preparing this chart relevant studies were made relating to better environment for good health, proper latrine, drainage, kitchen garden, planting trees and cleanliness in the village.

2) Cooperation for village development (game)

This game has been prepared in a chart. Suitable pictures and captions are displayed to give information for the development of the village coopertive movement.

7. Field Testing

The group visited Kampung Bako on September 28, 1988 for field testing of the materials made by the participants and other AJP draft materials as well. The village was informed beforehand so large gathering were seen in the mosque where the field testing were to be conducted.

Before going to Kampung Bako questionnaires were also made as a guideline for field testing purposes. The group was also divided into four small groups for conducting the field testing of different materials.

The participants were really happy when the Director General of KEMAS Mr. & Mrs. Othman Said joined the participants at the field testing time in Kampung Bako.

1. Better surrounding for good health (poster):

The chart was placed before a group of persons and they were asked if they could understand the theme of the poster. Questions were also made to individual as well as the group to see whether the target group could understand and react with the theme of the poster. Some of the neo-literates could not understand the theme of the poster.

2. Cooperation for Village Development (game)

Cooperation for village development, a game developed in the chart format by the members of the participants was displayed and the neo-literates were asked to play the game. It was observed that the villagers were very much interested and could understand the theme shown in the chart game.

3. Picture Story Chart

This chart was developed by Miss Noriko Takamae (JOCV). This picture story chart was displayed within the women and children to see if they could read and understand the story written in the chart. It was observed that all the listed target group can easily read and understand as shown in the picture story chart.

4. Breast Feeding

The breast feeding chart, a AJP draft material was also displayed in a group of girls and women. When asked what they can determine about the chart, anybody can understand the chart and could explain as shown in the chart.

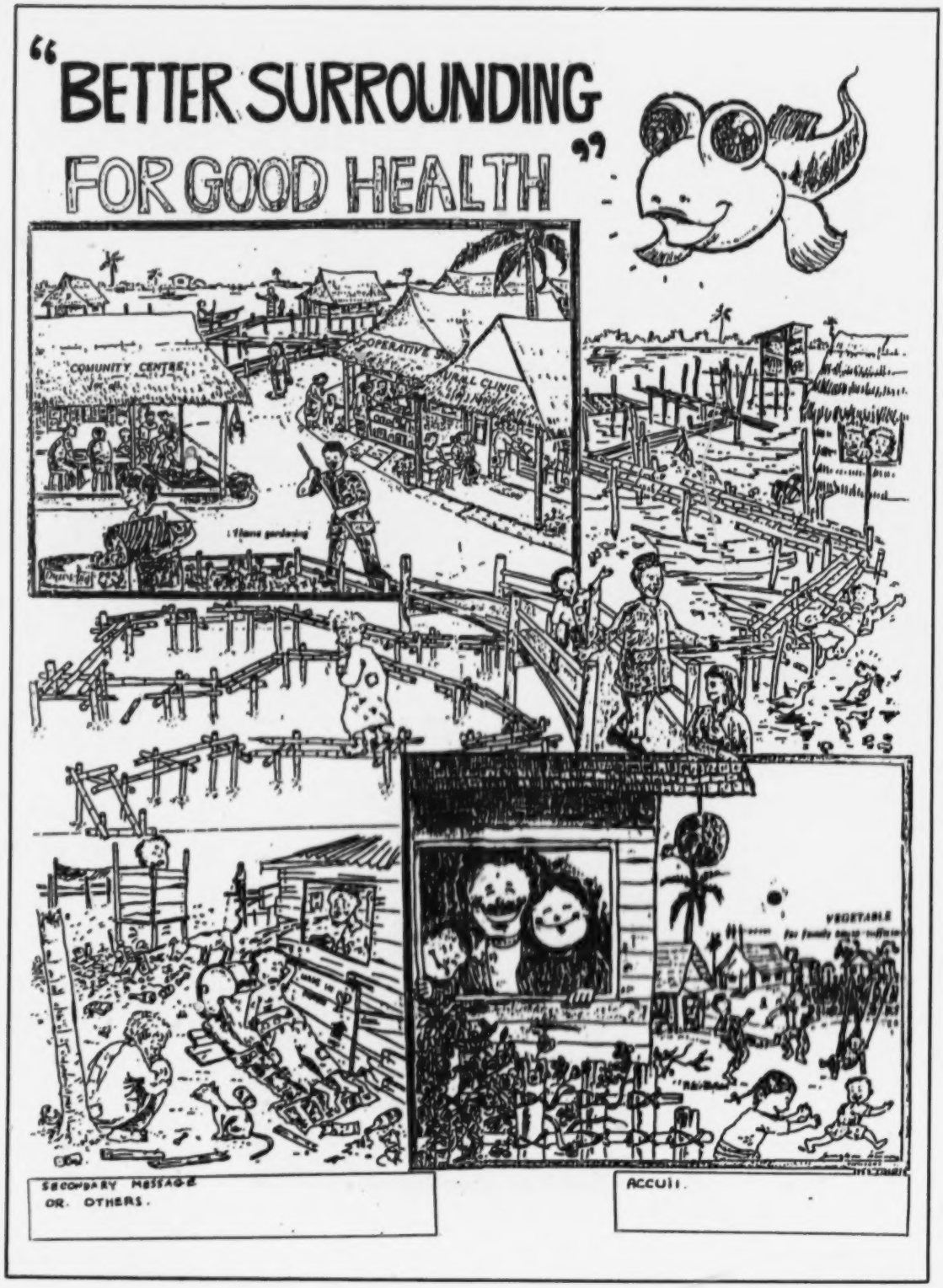
5 Box Jigsaw Puzzle Game:

Box Jigsaw Puzzle game, a AJP draft material was also displayed to the neo-literates. The methods of playing the Jigsaw Puzzle game was explained by the participants to the villagers. It was observed that the neo-literates could easily play and understand the sentences written on the cube.

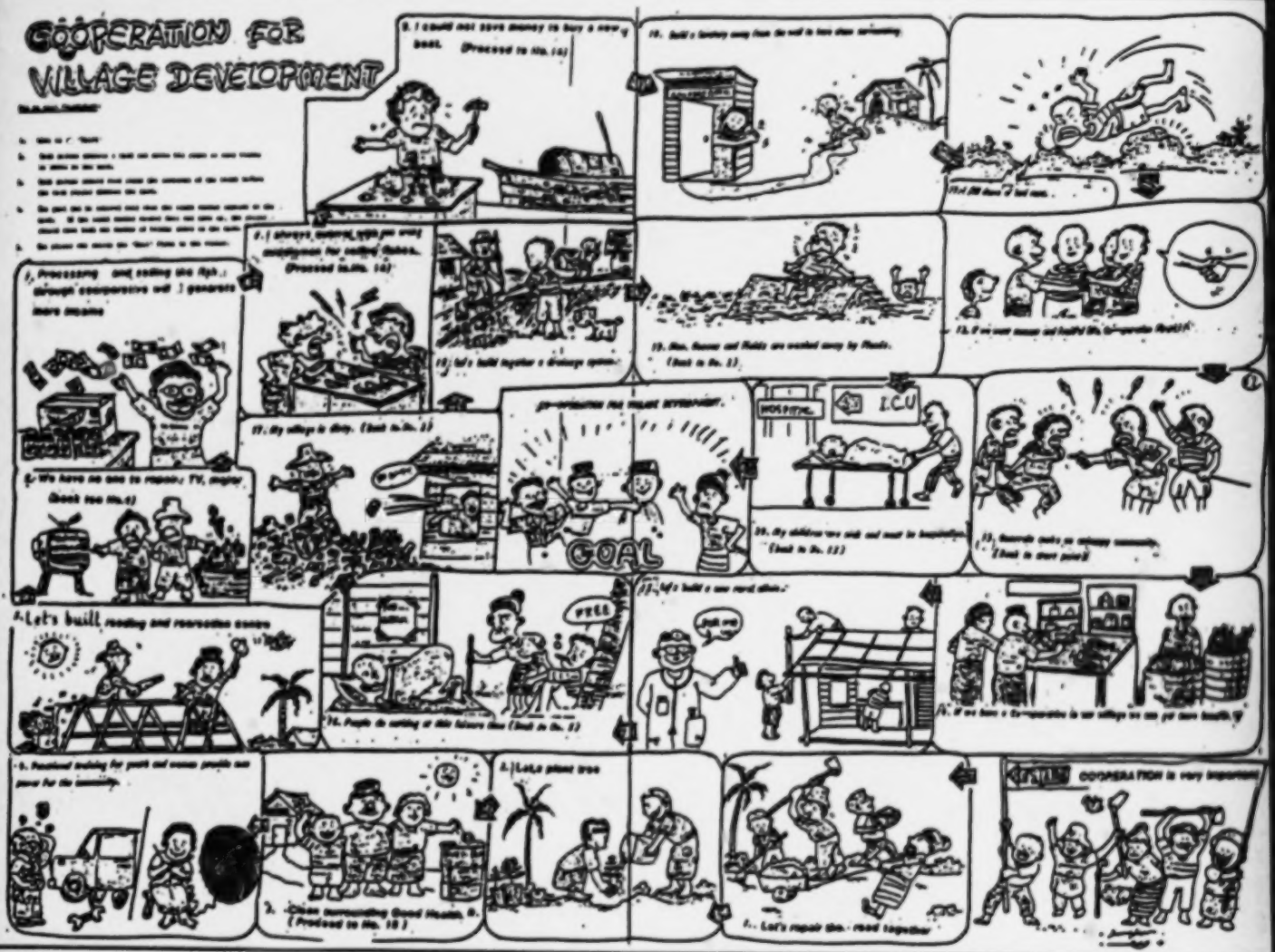
Participants going to field survey

Materials newly developed by Group D

(a) Better Surrounding for Good Health (poster)



(b) Cooperation for Village Development (game)



CHAPTER II

Paper Presentation for the Workshop

1. Unesco report
2. ACCU report
3. Keynote Address
4. Country report
5. Resource Person's paper

1. UNESCO Report

T.M. Sakya
In-Charge of APPEAL, Educational Adviser, Unesco PROAP

Introduction

The Asia and Pacific Region of Unesco is comprised of the following 30 countries: Democratic Republic of Afghanistan, Australia, Bangladesh, Bhutan, Burma, China, Democratic Kampuchea, Democratic People's Republic of Korea, Fiji, India, Indonesia, Islamic Republic of Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey, Union of Soviet Socialist Republics.

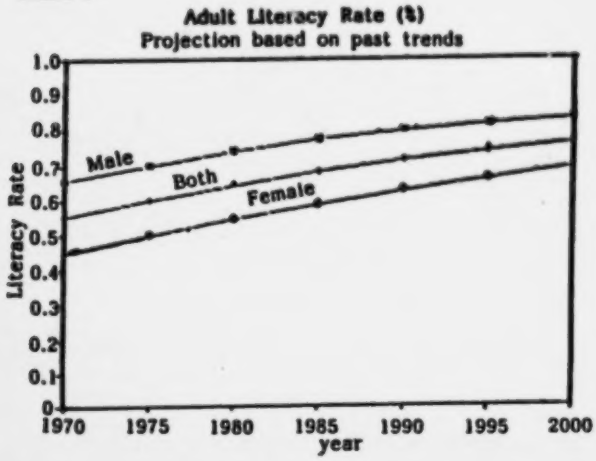
The Region presents in greater measure than any other region in the world, a vast diversity encompassing almost all aspects of life. Countries with largest population are to be found in the region and also countries with smallest population. The levels of economic development vary almost as widely, from societies at quite early stage of development to others which are amongst most technologically advanced in the world.

History tells us that Asia was the cradle of many ancient civilizations of the world and it was the first to use written languages for secular and religious purposes. But paradoxically it has now become the region that has the largest number of illiterates of the world.

Literacy

The overall adult literacy situation of the Asia and Pacific region considered as a whole progressed steadily during the past decade, from 55 per cent in 1975 to an estimated 67 per cent in 1985 (see Chart 1). In actual terms, the total regional stock of adult literates grew from 781 millions in the early 1970s to almost 1.4 billions in 1985 - nearly doubled over the past fifteen years (see Chart 2).

Chart 1



The above facts are eloquent affirmations of the achievement made through national efforts to eradicate illiteracy and to stem its growth by making primary education universal.

However, there has also been a very disquieting discovery. According to the latest estimation, the total size of adult illiterates in the region also continued to grow during the same period of 1970 to 1985, from 636 millions to 651 millions (see Chart 2). These figures clearly point out that although tremendous progress in increasing literacy has been achieved in the past years, the region of Asia and the Pacific is in no way heading towards the goal of complete eradication of illiteracy.

Chart 2 Numbers of Literates Illiterates in Asia and the Pacific 1970 - 1985

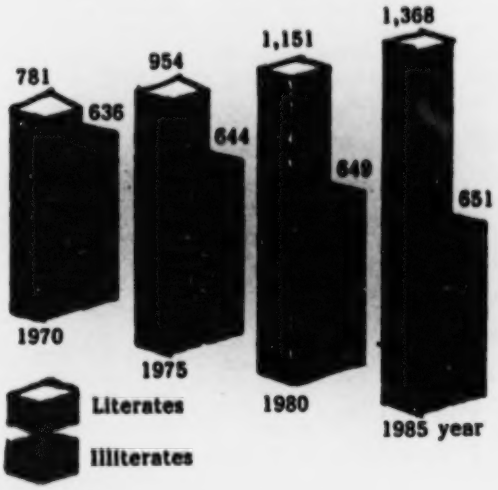
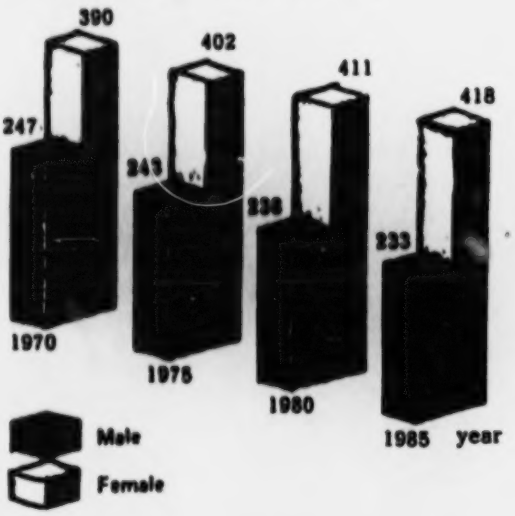


Chart 3 Adult illiterates 1970 - 1985



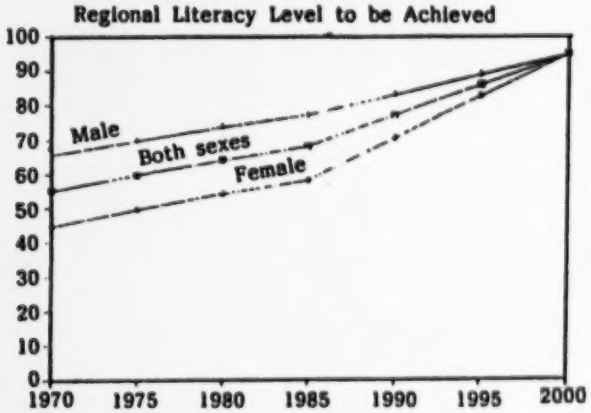
Detailed analysis of the evolution of adult illiterates by sex shows that the total number of male illiterates actually declined from 247 millions in 1970 to 233 millions in 1985 (see Chart 3). But a look at the female illiterates immediately brings home the confirmation that the continuous growth

of female adult illiterate population - from 390 millions to 418 millions over the same period - more than outstripped improvements in male literacy, thus resulted in a continuously expanding adult illiterate population. Overall literacy rate for women, as can be seen in Chart 1, has also been considerably lower than that for men; and there is no sign showing that the gap will be closed in the near future.

One of the key strategies in literacy efforts at the regional level, therefore, lies with assigning priorities to imparting literacy and numeracy to women, as well as to increasing girls' enrolment and retention in schools to the level of parity with boys. In contrast to the picture presented in Chart 1 which indicates the likely future literacy situation if past trends persist, Chart 4 provides a different scenario illustrating the goals of APPEAL to eradicate illiteracy by the year 2000. It can be seen that not only tremendous efforts will be required to increase women literacy, but the rate at which male literacy has been raised will also have to be greatly accelerated at the same time.

Chart 4

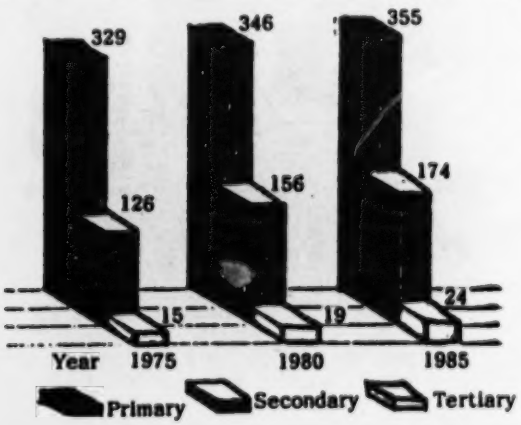
Eradication of Illiteracy by Year 2000
Regional Literacy Level to be Achieved



Enrolment

Total enrolment at all levels of education in Asia and the Pacific has continued to grow at a steady pace. During the ten-year period between 1975 and 1985, primary enrolment in the region grew from 329 millions to 355 millions (see Chart 5), which represented an average annual growth of 0.8 percent. With the current regional priority to universalize primary education, this is projected to reach around 370 millions in 1990.

Chart 5 Regional Enrollment by Level 1975 - 1985

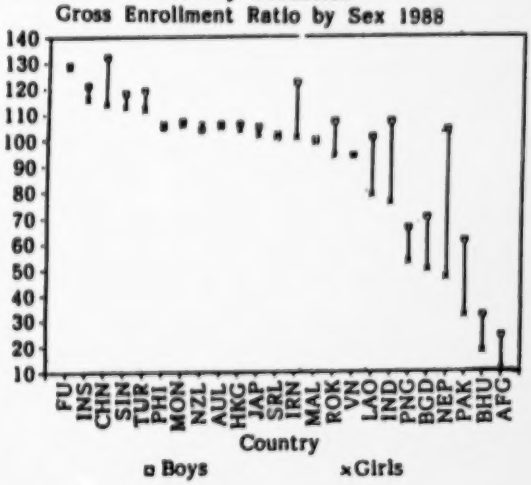


More importantly are perhaps changes of enrolment in secondary and tertiary education, which progressed respectively at even faster rates of 3.3 percent and 4.8 percent per annum on the average between 1975 and 1985. These gave evidences of a logical expansion of post-primary education as a consequence of general improvement in universal access to primary education. Should the past trend continues, secondary enrolment will reach the level of 210 millions in 1990 for the region as a whole, and tertiary education attaining some 30 millions.

With regard to the proclaimed regional thrust to universalize primary education by the year 2000, it has been noted that many countries will have to make exceptional effort to expand enrolment, especially of girls, in order to achieve the desired goal. This is particularly of relevance to Afghanistan, Bangladesh, Bhutan, India, Lao PDR, Nepal, Pakistan and Papua New Guinea, where girls' enrolment in primary education still long far behind boys, and are at comparatively low levels of participation (see Cahrt 6). In most of the other countries with gross enrolment rations above 100 percent, measures will be required to diminish the proportion of over-aged and under-aged enrolment. At the same time, attention should be devoted to reducing repetition and drop-out, as well as to improve the relevance and quality of the education imparted.

Chart 6

Primary Education
Gross Enrollment Ratio by Sex 1988



Repetition, drop-out and out-of-school

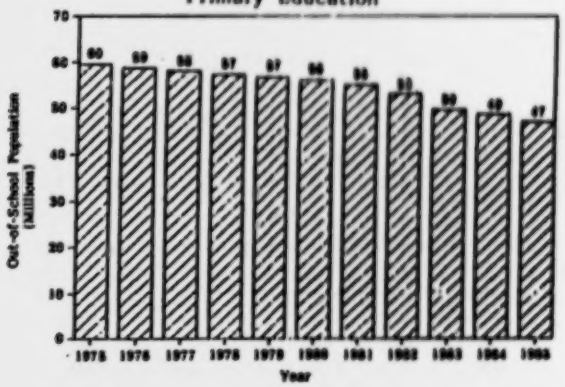
High repetition and drop-out rates continue to affect the efficiency of education systems in Asia and the Pacific. These deficiencies also have direct and indirect influence on achievement levels and educational quality. In most countries, rates

of drop-out from school before reaching the last grade of primary education can vary from 10 percent to above 90 percent. Even in countries with system of automatic promotion, repetition still exists. In a great number of cases especially at the local level, high repetition and drop-out rates either completely annihilate the effect of increased access due to enrolment drives, or attenuate substantially the efficiency of use of resources for education.

To contrast the impressive positive growth in enrolment, it may perhaps be useful to look at the number of school-age children and youth who were denied access to schooling, in order to gauge the level of unsatisfied demand for education.

Chart 7

Out-of-School Population 1975 - 1985
Primary Education



Latest Unesco-PROAP estimation shows that at the regional scale there were as many as 60 million children of the primary school-going age who were left out of school in 1975 (see Chart 7). This figure decreased only slightly to some 56 millions in 1980. National efforts launched in the 1980s to universalize primary education further reduced the out-of-school population to 47 millions in 1985. At the on-going rate, the out-of-school primary-aged population in the region can be expected to decrease to around 25 millions by the year 2000.

It is therefore evident that formal primary education, however well the countries develop and expand it in the coming years, will still leave a sizeable population of primary school age unattended to. Current trends indicate that the number of primary school-age children without access to school could amount in the early 1990s to more than 2.6 millions in Afghanistan, 6.3 millions in Bangladesh, 13.7 millions in China, 20.7 millions in India, and 7.5 millions in Pakistan, to cite but a few typical examples. At the same time, one should not forget that to them will be added a large amount of school drop-outs.

Origin of APPEAL

The need to provide education for all in Asia and the Pacific was recognized in the beginning of 1960s. A scheme to make primary education free and compulsory under a Regional Programme known as Karachi Plan was launched in 1960. The Karachi Plan has helped many countries to develop their primary education system and to increase primary school enrolments. But the goal to make primary education free and compulsory by 1980 has not been achieved.

A Regional Advisory Committee on Regional Cooperation in Education which met in the Philippines in August 1982 recommended to undertake studies of primary education and literacy programme in the Member States in order to prepare a groundwork for a Regional Programme for Universalization of Primary Education and Eradication of Illiteracy.

The National Studies on Primary Education and Literacy Programme were completed by 1984 and two experts groups analysed the national studies and prepared regional studies for primary education and literacy programme.

Under this backdrop, the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V) held in Thailand in 1985 unanimously adopted the Recommendation No. 10 calling Unesco to prepare and launch "Asia-Pacific Programme of Education for All" (APPEAL)

The Twenty-third Session of the Unesco General Conference held in Sofia in 1985 endorsed the Recommendations of MINEDAP V and authorized the Director-General of Unesco to launch APPEAL.

The Regional Experts Meeting participated by 22 Member States held in Bangkok in May 1986 prepared the "Asia-Pacifgic Programme of Education for All (APPEAL) and it was officially launched by the Director-General of Unesco from New Delhi, India, on 23 February 1987.

AIM OF APPEAL

APPEAL aims to eradicate illiteracy, universalize primary education and provide continung education in all Member States in Asia and the Pacific.

Basic Principles of APPEAL

1. Education as means of development and as a fundamental human right should be guaranteed.
2. The rich heritage of the civilizations and cultures of the region must be recongized and developed.
3. The quality and relevance of education should accompany its expansion.
4. The national capabilities of the Member States must be strengthen.
5. The education of women and the disadvantaged must be given special emphasis.

Action Areas of APPEAL

Eradication of Illiteracy (EOI) through:

- development of appropriate and viable literacy strategies;
- development of programmes designed to serve the needs of women, out-of-school children and youth and/or other defined disadvantaged groups;
- development of post-literacy activities;
- mobilization of community support and resources;
- strengthening of programmes in critical areas such as production of learning materials and resources, training of instructors, research and evaluation;
- linking literacy with development.

Universalization of Primary Education (UPE) through:

- enrolment and retention of girls;
- enrolment and retention of defined disadvantaged groups;
- improvement of the quality and relevance of primary education;
- provision of preparatory, complementary or supplementary education to primary school-age children;
- planning and management of UPE at the micro level.

Continuing Education for Development (CED) through:

- parental education;
- improved linkage between formal and non-formal education
- continuing education and its application to work.

Modalities of regional co-operation

1. Mobilize public opinion and resources through dialogue and discussion.
2. Exchange information, experiences and expertise.
3. Conduct joint consultation, research, evaluation and other actions.
4. Train personnel at national, regional and sub-regional levels.

Challenges of achieving the goals of APPEAL

As mentioned earlier, the Asia and Pacific Region has 666 million illiterates amounting population.

But majority of them are found in a few countries mostly in the South Asia Sub-Region.

According to Unesco's estimates, 85 percent of the total illiterates of the Region in 1985 are residing in the following countries:

	No. of Illiterate (000)	Illiteracy Rate
1. Afghanistan	7,605	76.30%
2. Bangladesh	37,274	66.70%
3. China	220,176	30.70%
4. India	263,609	56.50%
5. Nepal	6,893	74.50%
6. Pakistan	39,408	70.40%
Total	563,965	

Whether Eradication of Illiteracy and Universalization of Primary Education could be realised in Asia and the Pacific region very much depend upon the efforts of those countries in the coming years.

Based on available statistics in Unesco, PROAP has undertaken a tentative trend analysis of six countries mentioned above. If the present trend continues following will be the likely Primary Schools Enrolment Rate (both Gross and Net) and Survival Rate and consequent Illiteracy Rate in 1980, 1990 and 2,000.

Primary School Enrolment Rate (%)

	Gross E			Net E		
	1980	1990	2000	1980	1990	2000
1.Afghanistan	34.9	43.0	51.0	29.0	37.5	46.0
2.Bangladesh	61.6	75.3	89.0	59.0	68.1	77.2
3.China	104.9	105.0	105.0	79.0	85.0	91.0
4.India	82.8	95.9	109.0	71.0	78.5	86.0
5.Nepal	83.0	85.0	88.0	72.0	74.1	76.3
6.Pakistan	43.0	59.5	76.0	41.6	53.8	65.9

	Primary Schools Survival Rate (%)			Illiteracy Rate (%)		
	1980	1990	2000	1980	1990	2000
1.Afghanistan	59.5	62.4	65.2	90.7	76.9	63.0
2.Bangladesh	20.4	35.2	50.0	68.7	56.8	45.0
3.China	89.0	92.5	96.0	38.7	28.5	18.3
4.India	46.0	55.5	65.0	56.3	50.7	45.0
5.Nepal	46.0	55.5	65.0	79.1	65.5	52.0
6.Pakistan	46.5	53.3	60.0	71.0	61.5	52.0

It is becoming more and more obvious that the problem of Literacy and Primary Education are intimately interrelated. They can not be dealt separately. Only integrated approach will help to solve the problems. How the enrollment and dropout in the primary schools affect the number of illiterates has been analysed in the following table: (based on APPEAL document).

Group	Target year	Country	Estimated average number of illiterates to be educated each year when there is:		
			Complete enrolment and no dropout (000) (Scenario A)	Continuing incomplete enrolment but no dropout (000) (Scenario B)	Continuing incomplete enrolment and dropout problem (000) (Scenario C)
1	1990	Burma	1,342	1,676	2,694
		Sri Lanka	271	323	339
		Thailand	567	695	1,393
2	1995	Afghanistan	624	915	1,004
		China	21,428	25,848	35,677
		Indonesia	2,329	2,634	4,073
		Viet Nam	638	666	1,805
3	2000	India	14,752	19,871	31,995
		Lao PDR	64	87	195
		Pakistan	2,232	3,677	5,075
4	2005	Bangladesh	1,400	2,384	5,066
		Bhutan	26	52	63
		Nepal	254	461	938

As for example, the Table shows that Pakistan will have to make about 2,232,000 people literate every year up to the year 2000 to eradicate illiteracy if there is complete enrollment of all primary school age children and there is no drop out (Scenario A).

If it continues to have incomplete enrollment, but no dropouts, the yearly literacy target will have to be increased to 3,677,000 (i.e. 65 percent increase) (Scenario B).

Whereas if it has incomplete enrollment in primary schools and continues to have dropout at the present rate, the yearly literacy targets will have to be about 5,075,000 (i.e. 127 per cent increase from 2,232,000) (Scenario C).

Similar would be the likely scenario of all countries which have sizable number of non-enrolled primary school aged children population and high dropout rate in the primary schools.

Therefore, APPEAL has proposed an integrated approach of planning for Education for All Programme.

The statistical analysis mentioned above is neither conclusive nor authoritative. Therefore Unesco has requested National Co-ordination Committee in each Member State to undertake a National Study of APPEAL to analyse the present trend and future strategies for the eradication of illiteracy and universalization of primary education in their countries.

Not withstanding pessimistic picture portraited by the statistics, the Member States are taking up the challenge seriously and they are showing determination to achieve the goals of APPEAL.

The most populous countries in the Region, China and India have announced new initiates to eradicate illiteracy. China has recently announced that it is launching a Five-Year-Plan to make 80 million people literate between the age group 12-45 years beginning from 1990 marking International Literacy Year. India has already launched National Literacy Mission with the target of providing literacy to 80 million illiterate persons between the age group 15-35 by 1995.

On the occasion of the International Literacy Day in 1987, Bangladesh has initiated a National Literacy Programme in Bangladesh.

Pakistan has organized two very important meetings one on Primary Education and another on Non-Formal Education on 18-25 November 1986 and 22-27 August 1987 respectively. It is hoped that this National Workshop on APPEAL will be the culmination of the process to develop an integrated approach to achieve goal of Eradication of Illiteracy and Universalization of Primary Education in the context of APPEAL.

Those national efforts show that APPEAL goals are not just pious wishes, they are based on national aspiration and will of the Member States in the Region.

Continuing Education under APPEAL

APPEAL has emphasized that Primary Education and Literacy are basic minimum every person should acquire, but all people must continue to learn beyond them because it is the learning capacity which determines the development potentialities of an individual and a nation. Therefore, many countries in the Region are promoting and strengthening their Continuing Education Programme together with Primary Education and Literacy Programme under APPEAL.

The Sub-Regional Workshop on Continuing Education held in Australia in November 1987 defined Continuing Education in the context of APPEAL as follows:

Continuing education, within the context of the APPEAL Programme, is a very broad concept and includes all of the learning opportunities all people want or need outside of basic literacy education and primary education.

Continuing education is characterized by its diversity - there are diverse needs and target groups, diverse objectives, diverse programmes, diverse methods, and diverse outcomes.

Continuing educators are concerned more with supporting learning than establishing series of programmes, believing that:

- learning is lifelong and continuing education should be designed so as to assist this process;
- opportunities and provision for learning should be diverse;
- learning enables people to be active participants in the democratic process;
- people learn best when they share in decisions about their learning;
- learning enables social/personal choices;
- learning needs vary with life experiences and stages.

Different Categories of Continuing Education

In order to meet the needs of different types of clientele groups, the following categorization of continuing education has been recommended:

(i) Post Literacy and Remedial Continuing Education

These programmes are aimed at:

(a) The maintenance of basic literacy, numeracy and computational skills, enabling individuals to function effectively in their society;
(b) giving individuals sufficient general or basic work skills enabling them to compete for jobs.

(ii) Developmental Continuing Education

These programmes are aimed at:

(a) giving men and women greater capacities as workers, parents, housewives, husbands and community members;
(b) giving individuals opportunities to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests.

(iii) Future Oriented Continuing Education

Programmes here endeavour to give workers, professionals, regional and national community business leaders, villagers, businessmen and planners new skills, knowledge and techniques to adapt themselves and their organizations for growing social and technological change.

Implementation of APPEAL

After the launching of APPEAL Unesco and the Member States have taken different steps to implement APPEAL at their national level and the regional level.

National Co-ordination Mechanisms for APPEAL

As a first step towards the implementation of APPEAL, the Member states have formed or designated National Co-ordination Mechanisms for APPEAL in their countries.

So far, twenty Member States have formed or designated National Co-ordination Mechanism for APPEAL. They are Afghanistan, Australia, Bangladesh, China, India, Indonesia, Iran, Japan, Laos, Malaysia, Maldives, New Zealand, Nepal, Pakistan, Papua New Guinea, Philippines, Rep. of Korea, Samoa, Viet Nam and Thailand. China and Thailand have translated APPEAL in their national languages and disseminated it all over their countries.

Actions by PROAP for APPEAL

Unesco PROAP has undertaken a series of activities concerning three Acion Areas of APPEAL namely (a) Eradication of Illiteracy
(b) Universalization of Primary Education and

(c) Continuing Education.

1. APPEAL Task Force: An Inter-Disciplinary Task Force has been established in the Unesco PROAP to implement APPEAL activities and to oversee its progress.

2. APPEAL Newsletter: An APPEAL Newsletter has been published titled 'APPEAL 2000' to publisize and disseminate information on APPEAL. Mass media has been mobilized to create favourable public opinion for APPEAL at the national and regional levels.

3. A Regional Workshop of National Co-ordinators of APPEAL: Unesco Principal Regional Office for Asia and the Pacific invited all the National Co-ordinators of APPEAL in Chiangmai Thailand, on 19-29 august 1987, to devise a practical plan for implementing APPEAL at the regional and national levels.

The Regional Workshop of National Co-ordinators has worked out an integrated and co-ordinated strategy to implement three action areas of APPEAL, i.e. Universal Primary Education (UPE), Eradication of Illiteracy (EOI) and Continuing Education (CE). It has also suggested a guideline for the preparation of the National Plan of Action of APPEAL and framework of Management Information System for APPEAL.

4. A National Plans of Action: The members of APPEAL Task Force have been providing technical assistance to work out national projects for extra budgetary funding (UNDP, UNICEF, ADB, WB etc.) for APPEAL in the Member States at their request and they have been helping to organize several workshops and seminars on literacy, primary education and continuing education in the Member States.

5. Eradication of Illiteracy: (a) A Training Network for APPEAL has been formed in co-operation with the Member States to strengthen the national capabilities to train literacy personnel in the developing countries in the Region. A Regional Workshop on Development of Training Materials has been organized to develop national training management system, curriculum for training of literacy personnel and exemplar training manuals. (b) A Regional Programme for the Development of Learning Materials for Neo-literates has been strengthened by Unesco in co-operation with the Member States. The Asian Cultural Centre for Unesco (ACCU) has assumed the role of a Regional Centre for APPEAL for developing neo-literate materials in support of APPEAL. Unesco is seeking extra-budgetary funds to help the Member States to develop more learning materials for illiterates and neo-literates (c) Recognizing that the problem of illiteracy among the girls and women is the most urgent task, pilot projects have been initiated in India and Thailand to improve functional literacy and civic instructions for women. A regional project for girls and women education has been prepared in co-operation with UNDP and it is hoped that the Project will be started since 1980.

6. Universalization of Primary Education: (a) A mobile training team for training of teachers for promotion of girls' education has been constituted for strengthening national capabilities for girls education. A series of national studies on the status of primary education of girls in the Member States have been published. (b) A number of sub-regional workshops on teaching in difficult education contexts (remote) rural and isolated areas have been organized. (c) A sub-regional Workshop for Primary Educational Materials in Small Qualities for Small Island, Pacific Countries has been organized. (d) A series of research projects and workshops have been held to raise achievement levels of children in primary education.

7. Continuing Education: (a) A technical workshop on workers education has been organized to develop regional and national programmes for workers education in the developing countries in the region. (b) A Regional Seminar on Parental Education was organized to develop programme for enabling the parents to help their children's education. (c) A Sub-Regional Seminar on Continuing Education was held on 16-20 November 1987 in the Centre for Continuing Education of the Australian National University, Canberra.

Recently, Unesco PROAP has printed and circulated progress reort of APPEAL in 1987 and tentative progrramme for 1988 and 1989.

Some of the most important programmes in 1988 and 1989 would be holding of a Meeting for Regional Co-operation of APPEAL, 14-18 November 1988, which will be participated by the Chairmen/Heads of the National Co-ordination Committee for APPEAL in the Member States.

As preparatory of the Meeting, Unesco is requesting the Member States to prepare a National Study on APPEAL. Many Member States have already prepared the National Studies.

The United Nations General Assembly has decided to observe 1990 as an International Literacy Year. All the actions under the ILY will be a part and parcel of APPEAL programme for Asia and the Pacific.

It is hoped that the International Literacy Year observation in 1990 and the proposed Plan of Action will further strengthen APPEAL in the Region.

Curriculum and Learning Materials Development

One of the main problems in literacy programme in many countries is the lack of systematic curriculum and learning materials. In many cases literacy programmes are one shot affair having as many programmes as there are agencies running them. This lack of scientific curriculum and relevant materials have led to unsystematic teacher training, supervision system and rest of it.

This has given the literacy programme including non-formal education second class status in the educational system. In many countries they are not even recognized as equivalent to the formal education.

After the implementation of APPEAL Unesco and the Member States have jointly develop "APPEAL Training Materials for Literacy Personnel" (ATLP). It has following twelve volumes:

The titles and training levels of these volumes are given below:

Volume No.	Scope	Level
1.	Principles of Curriculum Design for Literacy Training	All
2.	Principles of Resource Design for Literacy Training	All
3.	Manual for Senior Management	A
4.	General Training Manual for Super -visors and Trainers of Trainers	B
5.	Exemplar Manual I and Teachers Guide	C
6.	Exemplar Manual II and Teachers Guide	C
7.	Exemplar Manual III and Teachers Guide	C
8.	Exemplar Manual IV and Teachers Guide	C
9.	Specification for Additional Manuals	C and B
10	Post-Literacy and Follow-up Activities	A and B
11	Literacy Programme Evaluation	A and B
12	Implementation Procedures	All

The very first volume of ATLP is the "Principles of Curriculum Design".

It has presented an exemplar curriculum which is divided into three levels i.e. (I) Basic Level, (II) Middle Level and (III) Self Learning Level in terms of literacy skills and competencies integrating with functional knowledge of (1) Family life (2) Economics and income (3) Health and (4) Civic Consciousness. This has been illustrated by a curriculum grid. (next page)

Curriculum is basis for all activities for literacy i.e. learning materials development, training of teachers, supervisors and evaluation.

Since the Asian Joint Programme of Literacy Follow-up Materials Development (AJP) started before the ATLP Curriculum, ATLP has made an analysis of existing AJP materials and it has suggested how AJP materials could be used in the context of the curriculum.

In turn all the materials developers should use ATLP curriculum as the guidelines for developing literacy follow-up materials.

How to utilize curriculum for the development of the learning materials could be one of the topics for discussion in this workshop.

Paper Presentation by Mr. T.M. Sakya

Curriculum Grid

Content Areas	Scope of Training Manuals					
	Level I (Basic Level)			Level II (Middle Level)		Level III (Self Learning Level)
	I.1	I.2	I.3	II.1	II.2	III
A. Family	IA.1 1 Family Members Their Roles & Responsi-bilities	IA.2 5 Extra Money for the Family	IA.3 9 The Family as a Social Institution	IIA.1 13 Family Needs & Budgeting	IIA.2 17 Family Customs & Traditions	IIIA 21 Responsi-ble Parent-hood
B. Econo-mics and Income	IB.1 2 Work/and Income	IB.2 6 Daily Savings	IB.3 10 Improved Agricul ture	IIB.1 14 Home Garden-ing	IIB.2 18 Village Co-operatives	IIIB 22 Entre-preneur -sihp
C. Health	IC.1 3 Food, Water Nutrition	IC.2 7 Healthy Family	IC.3 11 common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC 23 Health Services
D. Civic Con-scious-ness	ID.1 4 Rights and Duties	ID.2 8 People's Partici-pation in Develop-ment & Cleanli-ness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People are equal	IIID 24 My Country

2. ACCU Report

ACCU Report on Literacy Joint Programme for Neo-Literates in Asia and the Pacific

1. Literacy Fields in ACCU's Activities

(1) Literacy
(2) Book Development
(3) Culture

} Conducted by modes of Co-production, Training and others

2. Contents of ACCU's Literacy Programme

ACCU's literacy programmes are being conducted in full co-operation with participating countries in Asia and the Pacific, and with substantial co-operation of the UNESCO Headquarters and the Unesco Principal Regional Office for Asia and the Pacific (PROAP).

(1) Development of materials for Neo-Literates

(2) Training of Experts on Developing Materials for Neo-Literates

(3) Others - Award and Assistance

3. Main Programme of Development of Materials for Neo-Literates

(1) Asian/Pacific Joint Production of Prototype Materials for Neo-Literates (AJP)

1. Planning Meeting of Asian/Pacific Joint Production of Prototype Materials for Neo-Literates in Rural Areas

1st Planning Meeting 16 participants	May 1981 Tokyo
2nd Planning Meeting 5 participants	Dec 1982 Tokyo
3rd Planning Meeting 6 participants	June 1984 Tokyo
4th Planning Meeting 8 participants	Mar 1987 Tokyo
5th Planning Meeting 10 participants	Feb 1988 Tokyo

(2) Co-production of "Guidebook for Development and Production of Materials for Neo Literates"

(3) Production of "Selections from Literacy Materials in Asia and the Pacific"

To be published in 1988

4. Main Programme of Training of Experts on Developing Materials for Neo-Literates

(1) Organization Regional Workshop on the Preparation of Literacy Follow-up Materials.

1st Regional Workshop (1983)
Japan and Philippines
12 countries, 24 participants

2nd Regional Workshop (1984)
Thailand
11 countries, 24 participants

3rd Regional Workshop (1985)
Japan
11 countries, 18 participants

4th Regional Workshop (1986)
Indonesia
7 countries, 18 participants

5th Regional Workshop (1987)
India
10 countries, 18 participants

6th Regional Workshop (1988)
Malaysia
13 countries, 21 participants expected

(2) Sending an International Team of Experts of Materials for Neo-Literates to the National Workshop in the Member States

To 1st National Workshop (1986)
Nepal
36 participants

To 2nd National Workshop (1986)
Indonesia
30 participants

To 3rd National Workshop (1987)
China
34 participants

To 4th National Workshop (1988)
Vietnam
30 participants

5. Others

(1) Awarding of first ACCU Prize for fullly Illustrated Literacy Follow-up Materials

From among 102 entries from 10 countries, one First Prize, one Second Prize, nine Third Prizes, four Honourable Mentions were awarded to excellent materials.

(2) Assistance for producing national version of AJP prototype materials

ACCU will provide, in order to facilitate mass-production of the national versions of AJP prototype, a set of positive films for colour printing of the national versions translated and adapted from the AJP materials.

A certain number of the national version thus printed are to be purchased by ACCU.
At present, 11 countries submitted applications for producing, in total, 24 kinds of national versions.

(3) Assistance to national follow-up activities of the Regional Workshop

Financial assistance are given to such national activities conducted by respective participating countries to follow-up every Regional Workshop as :

1. Organization of a national workshop on preparation of literacy follow-up materials where AJP materials are used;

2. Production of national versions of the AJP Materials so far produced.

National versions adopted from AJP Prototype Materials

Number of national versions produced in participating countries (1981 - 87)

	Booklet	Poster	Audio-Visual Material	Game	Total
Bangladesh	3	-	-	1	4
China	3	-	-	-	3
India	2	3	-	-	5
Indonesia	5	4	-	3	12
Malaysia	4	4	-	1	9
Maldives	-	-	-	1	1
Nepal	3	2	-	1	6
Papua Nes Guinea	-	-	-	-	-
Philippines	6	-	-	3	9
Thailand	2	2	-	1	5
Viet Nam	1	1	-	-	2
Total	**29**	**16**	**0**	**11**	**56**

3. Keynote Address

by Enrik Othman Bin Said
Director-General of KEMAS,

First and foremost, I would like to thank Allah the mighty for bringing you, distinguish guests and participants from countries within Asia and the Pacific to this Sixth Regional Workshop. On behalf of KEMAS, and the Ministry of National and Rural Development, I would like to extend my warmest gratitude to ACCU and the Ministry of Education for giving strong faith in KEMAS to organize this Workshop.

Ladies and Gentlemen,

We are all considered as delegates of under developed countries. No matter from which corner of Asia and Pacific region we come from, and no matter of what geographical size our country is, we are undeveloped and said to have common characteristics. Some of the strong characteristics are:

i. Low standard of living
ii. Low levels of productivity
iii. High rate of population growth and Dependency burden
iv. High and rising levels of unemployment and underemployment
v. Significant dependent on agriculture Production and primary product
vi. High illiteracy rate

We are said to come from poor region. It is stated in Santiago Declaration of 3rd World Economist 1970 that:

> "The third world, with 70 percent of the world population, subsists on only 20 per cent of the world income - and even this meagre income is so maldistributed internally as to leave the bulk of its population in abject poverty.

Historical Fact

Ladies and gentlemen,

Malaysia like any other small countries was once colonised. It is this bitter historical fact that has determined socio-economic pattern of the country. It has determined the dual characteristic of this country. It is this imbalanced situation that our government is trying to rectify through her New Economic Policy.

Historically, Malaya started with the foundation of the Malacca Slutanate in 1403. It thrived economically due to its strategic location on the spicetrade routes. With the coming of Muslim traders from Gujarat, India, ruler and subject embraced Islamic faith which became the state religion then and presently. As a flourishing port, it attracted the Portuguese who came in 1509 and conquered in 1511. The Sultanate was no match against their modern artillery.

It is important to note that prior to British rule, locals were allowed to carry on their activities and difference in religion of the conquerors did not encourage assimilation between them.

The cultivation of rubber plantations and the opening up of mining lands, saw an influx of indentured labourers from India and encouragement of Chinese migrants from China into Malaya to work on rubber estates and tin mines respectively. The locals/Malays were left out from participating in these new economic activities for they were supposedly not interested. These saw the beginning of Malaya's multiracial society and the Colonial Government choose the divide and rule policy in their dealings with their subjects (Malays, Indian, Chinese) which led to the identification of race along occupational lines. The only advantage that the Malays had over the others, was education, where, the children of the aristocrats had access to it. They were later brought into the government service and this laid the foundation of todays administrative structure where the Malays dominate.

After about 168 years under the British Colonial rule, through 'peaceful means' Penisular Malaya gain independence in 1957. Malaysia's economy depended highly on rubber and tin during early period of independence but these product cease to lose important in the present economy, due to low prices. Today, the economy is not dependent on a product, but rather on products like oil, natural gas, palm oil, tin, rubber, timber, cocoa, coffee and tourism industry which is making inroads.

New Strategy

Ladies and Gentlemen,

With the hope to free ourselves from misery of poverty, everyone of us embarked on development. We planned and implemented development projects. Billions of dollars have been spent but to our dismay, we found little success in eradications poverty. This is perhaps because the development itself is imbalanced. It has emphasized too heavily on exploiting natural resources rather than, developing the human resources. This is clearly seen in the writings of some famous Development Economist like Paul P. Streeten. He said:

> "Development must be redefined as an attack on the chief evils of the world today; malnutrition, disease, illiteracy, slums, unemployment and inequality. Measured in terms of agregate growth rates, development has been a great success. But measured in terms of jobs, justice and the elimination of poverty, it has been a failure or only a partial success."

In an attempt, to find solution to the persistant problems Economists and intellectuals alike expounded the concept of participative economic development which look upon human resources as an answer. Developing human assets is the strategy of the day. This is what we are trying to do today. As shown by the objectives of the workshop, we will be trying to develop materials suitable for the rural poor with the hope that, it will increase their knowledge and skills and thus able to master the environment surrounding them. We will not give them fish, but we will teach them

how to fish. In fact, what we should do, is not only to teach people how to fish, but also how to produce more of the different variety of fish that can be processed, marketed and consumed, so that people will become:

a. Self reliance
b. Economically more productive
c. More literate and healthy
d. More tolerant, thus promoting harmony
e. More creative and
f. Positively motivated by healthy mental attitude

This condition in men can be attained through non-formal education.

Non-Formal Education, Malaysia

Ladies and Gentlemen,

One of the strategies to develop rural area is having a good system of non-formal education. Realizing it's importance, the government of Malaysia in 1961 introduced an illiteracy campaign to erradicate illiteracy among rural communities. By 1969, it was found that one million adults had enrolled themselves in literacy classes. With the formation of Malaysia in 1963, coverage of this programme was extended to Sabah and Sarawak. In 1973, KEMAS moved from teaching the 3Rs (to literacy programme followers) to functional literacy. A new teaching methodology was developed and objective of the program, besides acquiring basic literacy skills (3Rs), is also to improve quality of life.

KEMAS is also trying to inculcate reading habits through rural libraries. Different types of material suitable for various groups are available in these libraries. Currently, there are 184 rural libraries with 75,000 registered members.

Development of good reading habit and good working ethics plus strong attitude toward life, is the main objectives of KEMAS activities. That is our strategy towards improving the poor tin rural areas.

Change Agent

Ladies and Gentlemen,

In the attempt to fight poverty, we recognise that each and every country has got the same economic goal; that is to improve the social and material being of the society. However the strategy to achieve it, is diverse. Through the diversity in strategy but there is similarity in the instruments. The instrument used is change agents. The change agents are strong in every developing countries. This is because a developing society has certain target to aspire and endeavour. The achievement of this target would required changes in the society. Implied on the concept of change agent, is the skill and professionalism the change agent, is supposed to possess, in order to perform his role effectively. It is here that, this workshop is most helpful. This workshop is enable the participants to learn, to prepare good and effective materials, for the relevant poor. Having acquired the necessary skill, they will return to their homes to be master trainers. It is in this capacity that, the idea and hope of ACCU will spread and florish.

Qualities of Change Agent

Ladies and Gentlemen,

A change agent especially a local one possesing skill and knowledge is one of the best ways, to induce change in the rural areas. However, not every institution, neither and TOM, DICK AND HARRY can be a change agent. To be effective, it must have indigenous structure. Besides indigenous structure, the extension worker/agency must also be enlightened.

Enlightened change agent is overtly responsive to the needs of the people. He realizes that his pay packet comes from aggregate income of the people in the country and as such, he is committed to give and serve the people with dedication, sincerity and to the best of his ability. He knows the aspiration and the plight of the poor. To him, peasants are not the same as urban dwellers. They have different perceptions and values towards life. The subculture of the poor are at the tips of his fingers. He interprets the problems of the poor in terms of their local environment rather than, rationalizing them from his own thinking basing on foreign cultures and experiences. He is a strong believer that, man no matter how poor he is, can be improved. He too believes that, desires for the good things in life and when aptly motivated, he will let loose all his energy to achieve that ambition. Enlightened change agent is like a torch in the dark, showing the farmer the way to prosperity.

The other essential quality of good change agent is indigenous structure. It is the structure that will blend the "social structure, theory and technology" or the local environment. It is designed to be responsive to the local needs. It is instituted to solve social problems through collaboration with local participants. It is a structure that "fits" the internal and external environment. It is a structure which is not "imposed" on to the locals.

The attempt to organize human activities through an indigenous structure means, we have to rely not only on the organizational theories and management principles, but we must also rely on "insight, intuition, intelligence, inspiration and ingenuity."

This is most important since we recognize that, there is no ideal or best organization for all problems, that can be used at all times and at all places.

Concluding

Ladies and Gentlemen,

Many of our third leaders believed that development has a purpose; and that purpose is the liberation of man. Development is for man, engineered by man and with the ultimate aim for man. The same is true of education. Its purpose

is also to free man from the dominance of nature and diseases. To be able to do this, our adult education programme must be made as a part of life. Adult education is not something which can deal with just 'agriculture', or 'health' or 'literacy' or even 'mechanically skill'. All these separate branches of education are related to the total life of a man. The learning of how best to grow soya-beans is of little use, if it is not combined with learning about nutrition and the existence of market for the beans. It is hoped that by acquiring the knowledge, they will no longer be passengers to rural economic development. They will instead be an asset to the ever growing economic cake of the rural areas. With relevant skills to adapt the materials to be produced, we will move a step forward to improve the socio-economic life of our target groups.

On this note, I would like again to draw your attention to the above situation that our rural poor have to contend with, and therefore when we produce materials for them, we have to address ourselves to these situations.

I wish you all good-luck and hope you will attain the objectives of the workshop. At the same time, do not be too serious in your work. Do spare some of your time to ponder on the beauty of Sarawak.

May God bless you. Thank you.

4. Country Report

BANGLADESH

PREPARATION OF LITERACY FOLLOW UP MATERIALS IN ASIA AND THE PACIFIC

It is universally accepted all over the world that the human resources of a country are its greatest national wealth. If the people are literate, healthy and productive, they are the vital economic assests to the whole nation. Therefore, the removal of illeteracy is a matter of crucial importance to our society is no longer a matter of controversy. The real problem is to face the challange of liquidating illiteracy which is indeed enormous in magnitude in Asia and the Pacific.

There is a general agreement that every child must be given primary education at least for five years. In order to achieve this goal all the countries of the Asia and the Pacific have attached topmost priority to primary education and compulsory and universalisation of primary education have become their priority goals.

But inspite of the attachment of due importance and commitment of the govt for universalisation of primary education in Bangladesh, a great majority of school age population are deprived of primary education and remain outside the preview of formal education. Like all other countries of the region, the situation is very alarming in Bangladesh and out of 15 million school age population of the age between 6 and 10 about 5 million chilren do not attend primary school. Apart from the out of school chidren and dropouts from primary school there are a significant number of population like young adults and adults who did not attend any primary school. All these combine a vast majority of illiterate massess who comprise about 74% of the total populatiohn of the country. It is not at all desirable to keep such a large section of people in darkness. The national goals for development cannot be achieved keeping the community illiterate.

According to UNESCO's latest statistics, 889 million people living today are illiterate. Majority of these illiterates or around three quarters of all illiterates live in Asia and the Pacific. Despite concerted efforts to eradicate illiteracy, every year the number of illiterates in Asia and Pacific is increasing.

It is in the context of the above consideration, it can be safely deduced that literacy programme has a great part to play in achieving the goals for all development concerned with bettering human life. In a developing country like Bangladesh literacy is a prerequisite for social, cultural and economic development.

But literacy does not mean only teaching 3Rs, reading, writing and arithmetic. Literacy activities have to focus on the following :

1. It must be work-based and aimed at creating and promoting attitudes and interests and importing skills and informations which will help a person to work effectively and creatively.

2. It must help the individual to engage himself in vital national problems and to participate actively in the social and economic life of the country.

3. It must impart such skills as would enable him to continue his education on his own.

There is no denying the fact that the success of any literacy programme depends on mostly on the quality and quantity of different types of literacy materials used in the programme. Follow up materials for neo-literates are needed to serve a two-fold purpose. First, they offer the neo-literates interesting scope for using the literacy gained and saving them from relapse into illiteracy and secondly, through them the neo-literates gain knowledge and techniques to imporve their own iot. Hence the follow up materials is to dwell upon a great variety of subjects of vital interest to the neo-literates and may cover areas such as agriculture, animal husbandary, gardening, fisheries, poultry, health and sanitation, family planning, trades and crafts etc.

In preparing the literacy materials in Bangladesh different factors have been taken into consideration for determining the characteristics of the materials. The general features and characteristics are determined on the basis of the number of illiterate people, the socio-economic condition,

qualification and experience of the literacy teachers and the available fund for the programme. In the context of the large number of illiterates and the limited financial resouces, the following materials have been developed under the joint production programme of materials in Bangladesh :

1. Literacy Follow Up Primer

A number of literacy primers have been produced dealing with the instruction to alphabets, development of reading, writing and numeracy skills through easy lessons. The learners are made familiar with a known word with the help of a befitting picture. In selecting the works, care has been taken about how much the learners are familiar with it in their daily life. The primers have been written following word-order method. The objectives of these Primers are :

(a) To give ideas about basic literacy, numeracy and maintaining simple accounts ;

(b) To help develop the mentality to become self reliant and participate in creative work;

(c) To provide knowledge about physical and social environments and methods to adjust therein ;

(d) To prepare and motivate for a plan and better family life ;

(e) To acquire skill in respective professional skill ;

(f) To help create the attitude to establish one's own right in the society and to discharge respective social responsibilities.

2. Leaf-let

Varieties of leaf-lets have been produced in simple and colloquial language. In these leaf-lets there are accounts of the status of Bangladesh, significance of literacy in promoting national development and the role of educated people in the literacy movement.

3. Posters

Different types of multicoloured posters have been produced with adequate pictures and drawings. The pictures and drawings are attractive and easily understandable by the neo-literates. The messages in the posters are as follows :-

- The illiterates are composed to blinds.
- The illiterates are deprived.
- The illiterates are to be deceived.
- Thumb impression in place of signature is disgraceful.
- Literacy means happiness.
- Please read, write, know yourself and your country.

4. Booklets

For neo-literates booklets of different kinds have been produced with attractive picture. These booklets cover the subjects like agriculture, cooperatives, food and nutritions, familiy planning, stories based on morals, day to day incidents, biography of great people.

Literacy Education for Women

It is needless to say that the literacy education for women is all the more necessary as that of the man. In order to build up a happy viable family and to increase the efficiency of production in all sectors of the economy women education calls for a greater attention. But in Bangladesh women are lagging behind men in every aspect of life and the number of women illiterates outnumber the men. The reasons behind these are many but mainly the social and religious taboos are responsible for widespread women illiteracy. In order to remedy the situation and impart more literacy education for women special arrangements have been taken. Specially designed literacy classes for women and girls have been arranged by the NGO's in order to create awareness, self-confidence and self-reliant among women and girls. The integrated women literacy project impart training facilities to women, girls and children in the same centre at different times by the same teacher. Innovative common syllabus and follow up materials have been produced for teaching both for the adults and children. Materials have been developed mostly suitable for women and children highlighting the common curriculum in awareness generation and skills related to local needs. Care has been taken to develop awarness on population education, family welfare and enhancement of skills in local arts and crafts.
There are also provision for post literacy activities for both children and women adults.

In order to eradicate illiteracy from Bangladesh within shortest possible time a crash programme was launched throughout the country in 1980. The crash programme failed the desired measure of success mainly because the effective organizational arrangement to cope with the task were not fully evolved and the target set for the programme was very high. At present under the third five year plan of Bangladesh a mass literacy project is being implemented with a target to make 2.4 million illiterates within the age group 11-45 literate within the plan period.

Recommendations

There is a general concensus in the country that the literacy programme should be launched as a national compaign and with careful thought and planning in order to avoid past failure. The emphasis on 10-30 age group was thought to be very relevant in view of their longer productive life and expected contribution to the national economy. Intensified efforts are to be made with a big push. Such a compaign must have the following national goals :

1. To eradicate illiteracy among the children and the youth of the age group 10-30 years within

five years. Efforts to retain literacy among the neo-literates should be an integral part of the literacy programme.

2. To link literacy programme with primary education and other socio-economic development activities of the country.

3. To mobilise all sections of the community including extension agencies, NGO's for active participation in the national literacy programme.

4. To attach priority to women and youth in the literacy programme.

CHINA

LATEST DEVELOPMENT OF LITERACY FOLLOW-UP MATERIALS IN CHINA

It is a great pleasure and privilege for me to have this opportunity to participate in the Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific in this beautiful city, Kuching, Malaysia.

I would like to make a brief account on the latest development of the eradication of illiteracy and preparation of literacy follow-up materials in China since the Fifth Regional Workshop on the Prepration of Literacy Follow-up Materials in Asia and the Pacific, held in Pune, Maharashtra, India in November of 1987.

The Chinese governments at various levels have always been consistent in attaching importance to the eradication of illiteracy since the founding of the People's Republic of China in 1949 and great achievements have been made. Up to 1987, about 157.1 millions of illiterates have been eradicated in the whole country and the percentage of illiteracy in the whole population has dropped down from 80% in 1949 to 20.6%. But, there are still 220 millions of illiterates in China now. This is a big number which we should not neglect.

It is difficult to learn and memorize the Chinese characters. So if the literacy follow-up education is not carried out on time to reinforce and enlarge the vocabulary, the neo-literates may soon turn to be illiterates again. Therefore, it is stipulated in the "Regulations on Literacy Education Programme", which was issued by the State Council in February of 1988, that while the work for eradication of illiteracy is carried out in various areas, "the neo-literates should be well organized to continue their learning so as to prevent them from turning to be illiterates again." In order to carry out the literacy follow-up education effectively, the preparation and publication of literacy follow-up materials must be well done. Therefore, the State Education Commission issued in August of 1988 a "Circular Regarding Preparation of Illiteracy Materials and Literacy Follow-up Materials" to four provincial education commissions in Henan Province, Hunan Province, Anhui Province and Gansu Province respectively. It is stipulated in the "Circular" that the four provinces should try, within one year, to develop a set of illiteracy materials and literacy follow-up materials, which could be widely used as prototype materials in other regions. This set of teaching materials will be consisted of "Elementary Reader", "Practical Chinese", "Practical Arithmetic", "Practical Skills" (including planting, breeding, handicraft and other occupation skills) and "Popular Science". Among them, the literacy follow-up materials are mainly concentrated on the knowledge popularizing farm techniques and practical skills with the purpose of reinforcing the achievements of the learning in the eradication of illiteracy and upgrading the ability of reading, writing, calculation and application.

At present, a new kind of schools-peasants' sparetime cultural and technical schools-are widely existing in the rural areas in China. They are sponsored and run by the township or district governments. Mainly offering cultural and technical education, they are the adult education bases in the rural areas with synthetical and multiple functions. Up to now, there have been 29,000 such schools all over China. The amount of trainees for various kinds of training has reached 18 millions. In recent years, various departments concerned have prepared and published a series of cultural and technical teaching materials for the peasants' spare-time cultural and technical schools.

In China, the peasant women, occupying half of the population, are an important force for the development of rural economy. The literacy follow-up education is related not only to the development of production but also to the education of the next generation. Therefore, many places in China more and more pay attention to the literacy follow-up education for peasant women. Taking the Taojiang Counry, Hunan Province, as an example, they have developed the following three kinds of literacy follow-up materials for upgrading the cultural and technical level of the peasant women.

The first kind is the teaching materials for synthetical education. They are based on cultural education and lay importance on the practical technical levels of the peasant women. The contents are somewhat synthetical. For example, the "Cultural and Technical Textbook for Peasant Women" covers the following four sides: 1. ideological and moral education in about 16.6%, 2. policies and laws in about 13.8%, 3. common knowledge on women's life in about 16.6% and 4. practical skills in about 52.7%.

The second kind is the teaching materials for individual skills education. They are developed to meet the urgent needs of the peasant women for certain practical technical knowledge in production and in daily life. They cover extensive topics, which are roughtly classified into three kinds, i.e. planting skills, breeding skills and processing or service skills, for example, "Planting of Grains", "Poultry-Raising", "Bamboo Handicraft", "Cooking", etc.

The third kind is the teaching materials for local supplementary usage. They are prepared locally with much local characteristics and popularity. The contents cover the following

seven areas: 1. simple applied writing, including the writing of various kinds of letters and notes, 2. commonly used words, including the names of various kinds of things, 3. folk maxims, including the fine phrases for household duties and philosophy of life, 4. folk proverbs, including meteorological phenomena, farm work, etc. 5. household knowledge, nutrition, health protection, etc. 6. knowledge about calculation often used by women, including the calculation of expected date of childbirth, etc. and 7. nationality traditions, including religious belief, the change of prevailing habits and customs, etc.

China has always attached importance to the cooperation with ACCU in the development of literacy follow-up materials. Such cooperation has gained fine effects. Last year, China participated in the following activities.

1. The State Education Commission sponsored a workshop on the preparation of literacy follow-up materials in Luoyang, Henan Province. Participants from ten provinces attended the workshop.

2. The Henan Provincial Education Commission translated and published three titles of ACCU literacy follow-up prototype materials, e.g. "Foods for Babies", "Circulation and Utilization of Water", "Source and Use of Marsh Gas".

3. The People's Education Press participated in the Dissemination Scheme for the National Version of Prototype Materials produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP). The Press has translated ACCU prototype materials "Bamboo Handicraft" into Chinese and sent a block copy to ACCU. When ACCU sends the positive film to the Press, the Press will print 10,000 copies of "Bamboo Handicraft" in Chinese edition and distribute them to the neo-literates in the rural areas.

4. China participated in the First ACCU Prize for Fully Illustrated Follow-up Materials and won a Second Prize, a Third Prize and three Honourable Mentions.

5. Entrusted by China National Commission for UNESCO and Adult Education Department of China State Education Commission, assisted by UNESCO, PROAP and ACCU, Fujian Provincial Education Commission organized the National Workshop on Preparation of Literacy Follow-up Materials in Fuzhou in September of 1987. Fifteen new kinds of literacy follow-up materials in various formats were developed in the workshop.

6. China participated in the Fifth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific held in Pune, Maharashtra, India in November of 1987.

In closing my speech, I would like to take this opportunity to extend our sincere thantks to PROAP and ACCU for their assistance and cooperation. We hope the assistance and cooperation will be further developed and strengthened in the future. Meanwhile, we are very pleased to have this opportunity to meet participants from member states and exchange experiences in the field of literacy education.

INDONESIA

DEVELOPMENT AND PRODUCTION OF LEARNING MATERIALS FOR NEO-LITERATES IN INDONESIA

Literacy Situation

Indonesia is an archipelago consist of more than 13,000 islands of Indonesia. Although we have national language, "Bahasa Indonesia" there are more than 400 local language or dialects as well as number of ethnic groups throughout the country.

Population of Indonesia now not less than 170 millions where 80% of the people live in rural areas.

From 170 millions people there are 5.6 millions of the people age 14 - 44 still illiterate.

Literacy programme in Indonesia was begun since we got our independence in 1945. Literacy campaignes at that time organized in classical method called ABC adult classess. In 1945 number of illiterate people were around 95%. In 1970 number of illiterates decreased down to 37.9% from the whole population age 10 - 44. In 1980 remain 28.3% and now the illiterate people are still 5.6 million or 11% of the people age 10 - 44.

To decrease number of illiterates and on the same time to increase quality of neo-literates, since 1977 the Government of Indonesia through coordination of Directorate General of Non-Formal Education, Youth and Sports, Ministry of Education and Culture launched a new literacy programme within our non-formal eduation.

The Indonesia's philosophy of non-formal education is that both individual needs and interest and national socio-economic development goals are intertwined. The ultimate purpose of our national development programme is to improve the quality of life of the individuals and of society as a whole. At the same time the individual must develop cognitive abilities and attitudes that enable him or her to contribute to and share the benefit of national development programme.

We have named the non-formal education programmes that deliver these skills and knowledge, KEJAR in the Indonesian language has three different meanings. First, KEJAR is a word that means "to catch up" or to improve one's life. KEJAR is also an acronym of the words: Kelompok belajar, which mean learning group. The third meaning of KEJAR comes from the acronym of the words bekerja and belajar, which means "work and learn, and learning by doing". These three mearnings of the term KEJAR describe the basic principles of non-formal education cum literacy programmes in Indonesia. Those principles are that learning should take place in small groups those are formed on the basis of work-related needs and interests, and that learning should result in the betterment of life.

The Kejar Programme recognizes that the learning of literacy skills is but a first step towards improving the overall functionality of individuals and their

groups. This functionalization of the literacy skills in the life of the learners constitutes the key to a successful programme.

We know from our long experience in this field that the typical programme of literacy which are often of necessity part-time or of short duration, are basically introductory in nature, and if the intended objectives of socio-economic and other development linked with the quality of life of the poor and backward populations are to be adequately served, it is essential that the programme be so designed as to contain the strategies aiming at ;

(1) retention and stabilisation of literacy skills;

(2) continuation of learning beyond the literacy skills in order to convey adequate basic education; and

(3) application of learning for personal, social and vocational development.

Within these strategies, the development of learning materials plays a strategic and major role. Learning materials for the literacy as well as for the post-literacy programmes become crucial.

Countries which have literacy programmes recognized that a major problem facing in literacy education is that those who have acquired literacy skills tend to lose these skills soon afterwards because of lack of reading matters. This lapse into illiteracy occurred not only in the case of adults who acquire literacy through short duration non-formal programmes, but also with chirldren who drop-out of the formal school system prematurely after acquiring temporary literacy.

In every KEJAR, learners use booklets of Paket A starting from A1 up to A100. The content of paket A covered all aspects of Indonesia life like ideology, politic, economy, social, culture, security and defence. Booklets of Paket A consist of 100 titles are main learning materials in Paket A Learning Groups.

Beside booklets of Paket A, also every region develops supplementary materials of Paket A booklets. The reasons of developing supplementary materials are :

1. to motivate the learners to learn harder and to enjoy learning Paket A;

2. to make learning Paket A easier and foster;

3. to fulfill the actual and specific needs of the people in certain time and in certain place where the specific needs are not covered in the booklets of Paket A, i.e. to find an equilibrium or a balance between top-down and bottom-up approaches.

We considered that AJP materials are very important as supplementary materials of Paket A for direct use by Learning Groups or as prototypes to be adapted by each region.

In 1985 we have already adapted and adopted 5 titles of AJP Materials and already been printed and distributed to Learning Centres (SKB) and Community Education Provincial Offices throughout the country. In 1986 we adopted, printed and distributed the translation of "Guidebook for Development and Production of Materials for Neo-Literates". In 1988 reprinting of this guidebook was done under financial assistance of ACCU Tokyo to fulfill need of having the guidebook from departments of non-formal education within universities both governments and privates in the country. In this year we are also reproducing AJP materials which have been tried out and revised on big poster of "Water Filter" and pie-graph of nutritious problem-solving on strong request from Family Welfare Movement (PKK) through Director General of Non Formal Education, Youth and Sports.

In this 1988 we alsc did a study how the receivers utilize the guidebook and we got some data as follows:

1. Most of them use it as main materials in their training to their staff and their field-workers on the importance of learning materials in non-formal education, kind of materials and procedure to develop it.

2. Most of them also use it as guide when they develop their materials for their non-formal education programmes.

3. Some of them use it as source for their lecture or speech in any meeting of non-formal education or community education occassions.

To relate literacy ability with income generating skill, now we have new policy of the government in developing supplementary materials on developing and producing of "how to do it your self" materials.

Recently we have already developed 800 titles of how to do it yourself materials and produced about 400,000 copies of the materials.

In this opportunity we would like to show you 3 titles of how to do it yourself materials which are found very attractive and very effective. The titles are :

1. Membuat Tauge (How to make young bean sprouts)

2. Penguwetan Kol (How to preserve cabbage)

3. Budidaya Jamur Merang (How to raise mushroom)

In 1986, we held a National Workshop on Preparation of Supplementary Paket A Materials assisted by ACCU and UNESCO PROAP. The results were as follow :

Suplemen Paket A Hasil National Workshop

A. Booklets

1. Fermentation Enlarges Sources of Daily Income

2. I Make and I Sell Pressed Sticky Rice

3. Income Generating Through Pond Fishery
4. Various Food Made of Cassava
5. Let's Do Duck Raising
6. Fermented Cassava as the Source of Daily Income
7. Planting Cabbage
8. Beautiful Embroidery Interesting and Profitable
9. My Beautiful Clothes
10. How to Run a Restaurant
11. Love Your Son
12. Sliced Dried Meat and Dried Fish Meat
13. Salted Pond Fishery
14. Old Papers as Source of Income
15. I am Still Valuable
16. House Yard as the Source of Income
17. Livelihood Through Fruit of Banana, Pine, Apple, and Cassava.

B. Folders

1. Delicious Fried Cassava Chip
2. Tomato Dry Sweat Gives Income

C. Single Posters

Such Red Become Sweet and Sweet

(To make tomato dry chip)

D. Simulation (Snakish Card Game)

E. Serial Posters

Bricks as the Source of Daily Income

The national workshop was continued by a Fourth Regional Workshop on the Preparation of Literacy Follow up Materials in Asia and the Pacific. The Results of the Regional Workshop were as follow :

1. A Clean home environment (Booklet)
2. Take care of yourself today ? (Folder)
3. How to Increase our Income (Poster)
4. How to Improve the environment for health (Card game)
5. Nutrition (Card game)
6. Get more money from sheep (Phrase completion game and picture to picture game)
7. Bumpy to god road cycle (Development Cycle game)
8. Let's be happy (Box puzzle game)
9. Let's improve our quality of life (Care matching game)
10. How to improve well system (Folder poster)
11. Good Care for Food, Good Health for us (Slide kit serial poster)
12. Let's from a cooperative (Radio Programme)
13. We can help ourselves (Game)

IRAN

LITERACY SITUATION IN ISLAMIC REPUBLIC OF IRAN

In the name of God the beneficient the all-compassionate

Our glorious revolution is based on the sacred clear Islam religion and Islam is a religion that initiated its message with the word "read".

Read in the name of your lord who created, who taught (to write) with the pen. (94 -1 ... 4 holy Quran)

After the victory of Islamic revolution in Iran, a considerable evolution in the whole social affairs especially in the cultural and literacy sphere has been acceeded. Regarding one of the main objectives of the Islamic revolution was cultural transcendent in the society and the cutting of dependency ties-on 1979/12/28 Imam Khomeini, the founder and leader of Islamic Republic of Iran issued the command for teaching literacy movement organization throughout Iran.

In this way, this popular cultural organ commenced its work, with the purpose of achieving two basic objectives, teaching the illiterate how to read and write and transforming the dependent and hollow culture of the previous regime into an independent and self-sufficient one.

In this basis, according to the public census in 1986, the rate of literacy has reached to 61.66 percent, while before the revolution it was 47.15 percent. Considering the problems, imposed war and the World Imperialism using Force, Literacy movement organization with those men and women moslem who make love to Islam, Revolution and their leader has taken into cover more than 6,900,000 persosns in 379,000 literacy classes. Sixty-three percent of the movement activities concentrated in villages and 37 percent of them in towns.

System of Education

Literacy movement organization making use of all the available possibilities and collaboration of educational authorities of the socieity tried, from the beginning, to organize as system in which

graduates (those who finish the course) could gain the ability to continue studying in the public (official) schools of the country and it is one of the obvious characteristics of this system that text-books are so compiled as to meet this demand. The present literacy-training system of education in Iran consists of two sections. The first, being the preliminary period and second, the supplementary period. On average of total of 180 hours during the supplementary period will be normally taught. Of course in areas of bilingualism, where there is a local dialect as well, up to 60 hours of additional training (teaching) is considered.

Learners become familiar with elementary reading and writing during the preliminary period and learn mathematics for doing simple "addition" and "subtraction".

Education (training) during the supplementary period is in the manner as to enable learners to continue study in elementary phase.

A number of the learners who finished and passed the course, have entered public (official) schools or even found the way to upper classes in Guidance and High Schools.

The other characteristic of the literacy-movements system of education in Islam is its objectivity. This is to mean that the subject of literacy must be in the direction of achieving the sacred goals of Islam and extension of the Islamic Culture.

To achieve such a goal, Quran and the teaching of Quran in the system has received a high standing. Meanwhile, it is notable that we are planning a new literacy system as follws:

- Basic level (Level 1)
- Middle level (Level 2)
- Final level (Level 3)

We carry out the basic experimental level in second half of the year (1367 A.H.). The aim of this (3 level) programme is to enable the learners to join the fifth grade of primary schools.

Text Books

Since the year 1360, the use of new text-books prepared by the literacy-movement and methodology (teacher's - guide books) books were prepared for each text-book in order to assist the teacher-trainees to manage their classes with better efficiency.

Literacy curriculum for educational courses:

1) Text-books for the preliminary phase
   - Farsi (Persian language) text-book (reading and writing)
   - Mathematics text-books (reading and writing the numbers - adding and subtraction)
   - Made simple text-books; stage 1, 2, 3
   - Farsi guidebook for teacher (methodology)

2) Text-book and materials for supplementary
   - Farsi text-book (to improve the skills of reading and writing) and its methodology (teacher's guidebook)
   - Mathematics text-book (adding, subtraction, multiplication, division)
   - Quran text-book
   - Islamic culture text-book

In addition to the textbooks for the purpose of teaching in the class, easy type textbookd are also introduced to reinforce and continue education, which are given to the learners at appropriate times.

Literacy plan for disadvantaged children: This is an important and effective plan in order to prevent illiteracy among children who live in remote areas. In some rural areas there are no schools for children. Therefore, children under the age of 10 are covered by literacy movement classes. This plan contains of three phases as follows:

- First class, duration - 5 months, 4 1/2 hours per day
- Second class, duration - 5 months, 4 1/2 hours per day
- Third class, duration - 6 months 4 1/2 hours per day

Literacy movement organization provide classes with regard to the rural areas and the problems of the villagers.

Text Books

1. Materials for first grade:
   - Educational charts (to familiar children with sounds and alphabets)
   - Farsi text book (reading and writing)
   - Mathematics text book (learning the numbers adding, subtraction)
   - Science book (to familiar with weather, day and night changes and....)
2. Textbook and materials for second and third grade:
   - Farsi textbook
   - Mathematics textbook
   - Science textbook
   - Social science textbook
   - Islamic culture and Quran textbook

Stages in Organizing a Course of Literacy Campaign

1. Advertisements

Before the beginning of each period, an extensive advertisement campaign starts throughout the country by making use of advertising possibilities and the existing forces in society, so that the illiterate and the literate alike could go to the allocated places to enroll as learners and teachers respectively. Since, Friday prayer is held weekly throughout the country in most towns and districts and a vast group of people take part in these gatherings, one of the most effective ways of advertisement is the speech made by the local Friday Imam (speaker) concerning the Literacy Scheme. This has proved very valuable and effective so far, because people trust their Friday Imam.

The use of radio and television mosques, religious centres and also prepration and distribution of notifications papers are other measures resorted to in the advertisement.

Apart from the method mentioned above concerning the advertisement and enrollment of learners, the movement has taken a new approach towards enrollment in the present year throughout the country by a plan called : "A path towards the light".

In this project, it has been planned to make use of the abilities of the members of offices, teachers and volunteers who are interested to take part in the porject. They will be dispatched to villages and districts in groups to reason the advantage of learning how to read and write and sometimes by calling at the homes of the illiterates invite them to enroll in these classes. This will continue until the numbers needed for each class is attained. Then teaching assistants choose and specify the places where classes are to be held in each village or district and this procedure continues as such until most illiterates in the region have been identified and enrolled.

Administration of this project has resulted in a noticeable increase of the new learners attracted to the scheme.

2. Choosing the Teachers

At the commencement of each course and before it begins, an advertising campaign starts throughtout the country, so that, young people interested in teaching could enter for an entrance examination held for this purpose. One of the qualifications needed to take part in the examination is holding the high school certificate (Diploma) which, of course, in some rural areas, where the number of people holding this certificate is, below the required level, persons who hold a lower degree but are able to teach are also chosen and used as teaching assistants.

Those who pass the entrance examination are taught (trained) methodology in a short period of training classes (one-month period) and proceed to set up literacy classes with relatively comprehensive readiness.

3. Educational Advisers

Every year from among the active and successful teaching assistants some are chosen as educational advisers, who will have great responsibility inspecting and supervising the work of teaching assistants.

These advisers, too, take part in a special training course to gain greater proficiency.

4. Training and Retraining Courses

Every year, new training classes are held for teaching assistants and advisers; and new retraining classes are held for the old (previous) teachers and teaching advisers which is held during their leisure season or villagers working season.

In these courses, in addition to technical lessons, ideological lessons are also taught.

5. Where Classes are to be Held?

Considering the fact that Islamic Revolution of Iran depended on people from all walks of life for victory and continue as before, therefore, always and in every situation people act as the strong aim for the government and authorities of the country. The same fact goes for the establishment of literacy classes.

It may be that, up to now, not a single building has been built for the literacy classes. Effort has been made to use the same facilities that existed before or to use the help and co-operation of people.

In villages where official schools are usually allocated for the ordinary students and children, illiterate people reform their houses or out of its rooms into a classroom and put it at the disposal of the teaching assistants never expecting any help or reward for their work.

Mosques, main religions centres, and schools are at the liberty of the movement and usually in each mosque or religious centre, at least, one literacy class can be set up.

School - classrooms can be used for literacy classes during vacation times.

Some of the teaching/assistants have converted their homes and dwelling place into classrooms and educate the illiterate there.

6. When Classes are Held?

The literacy movement organizes classes to expand and develop literacy whenever the grounds for the literacy projects of civil servants; armed forces and prisons are provided. And apart from the above-mentioned projects it sets up classes on a large scale in two phases: in the first and second half of the year.

7. Evaluation and Examinations of the System in the Islamic Republic of Iran

Evaluation is considerd a basic part of education and great care is taken because of this very reason. Basically the mere presence of a candidate in the class does not mean that the illiterate has become "Literated" (familiar with reading and writing) however, majority of the people taking part in these classes learn the elementary (basic) reading and writing.

But evaluation is carried out so that even a few of the people regularly attending the course may not receive a pass grade. It is necessary to remind that the final exam of each classs is taken by the educational adviser (Guide counsellor) and teacher/assistants do not play any role in the exam so much so that the questions are devised by another person rather than the teacher.

8. Different Age-Groups and People Participating in the Literacy Classes

Since classes are organised regardless of age groups, therefore, they are attended by people of different age groups. Women's classes are set up separately from that of men's. The assistant-teacher of men's must be definitely chosen from male teachers.

It is noteworthy to mention that women make up most of our learners. On the one hand, this in itself is an indication of the special attention (paid) devoted to the issue of education for women in the Islamic Republic of Iran; and on the other hand, it shows the scope of indifference (ignorance) showed towards the issue, during the past corrupt Imerial regime. Or, it may be because of our women's mistrust to the ex-regime that they would not attend the classes and this has resulted in having so many women in the "Literacy-Learn" classes.

9. Methods of Educational Administration

(a) Task Force Plan: This plan was based on the idea that if each literate person teaches reading and writing to any illiterate, the teacher could receive a certain amount of money as a reward.

(b) Government workers and employees plan: This plan has been one of our most successful plans. According to this plan all the illiterate government employees who work in different ministries, factories had to register in the literacy movement classes. Since literacy plays an important role in worker's production-quality and quantity, we have paid greater attention to this plan. In this regard, the cabinet approved this plan as the law and assigned it to all ministers and managers of the government owned factories and institutes. According to the law, all the illiterate government workers and employees had to participate in the literacy movement classes. The important point here is that the hours of class time are being considered as part of their working hours.

(c) Literacy Plan for Armed Froces: According to this plan all the illiterate conscripts of the Armed Forces must register in the movement's classes. At the present time we have classes in all military centres throughout the country.

(d) School plan: According to the school plan, it is mandatory for all the educational institutes including primary, secondary and high schools to register illiterate parents in the literacy classes.

(e) Literacy plan for prisoners: According to this plan, the illiterate prisoners would be transferred to a new cell called "the literacy cell". After a five month course, they will be transferred back to their former cells.

(f) Literacy movement has also covered large groups of Iranian people who have lost their homes as the result of the Iraqi imposed war and who have emigrated to other cities.

(g) Literacy plan for tribes: The residents of some of the provinces who emigrated to other places due to seasonal changes are covered by literacy movement and since the tribes are basically nomadic, we have trained certain teachers who go and live with the tribal people.

(h) Teaching through correspondence is another step taken by literacy movement. In this plan, student's parents who are illiterate are covered by literacy movement in thier homes through children. The result of their efforts are pursued by specialized officials at schools.

10. Instruction during Employment

Every year new training and retraining courses are organized for the old instructors and teaching adviser working during a short period of the year when organizers of classes face difficulties, these classes are held and organized in the centre of provinces. For example, in the year 1361 only in one of these camps set up in Tehran for this purpose, more than 6,000 instructors took part.

11. The Project of Teachers doing their Military Service

With regard to this fact that the literacy movement faces a shortage of instructors for the second phase of its priorities, in the deprived particularly areas of the country, it has therefore studied and contemplated the project of using the service of teachers doing their military service and has discussed the issue over, through a request letter with the Supreme Council of Defense.

After the agreement of the honourable head of the Supreme Council of Defense with the movement's request, a certain share was allotted for the organization for the year 66-67. Therefore, the Literacy movement is able to choose the number of teachers required from among the graduates (Diplomas).

Candidates who meet the following qualifications are dispatched to the places chosen after a period of training for teaching.

1. Candidates nativity in the area.

2. Diplomas attained in one of the provinces covered by the project.

Since, the project is at its preliminary stages, therefore no comment can be made about its level of success.

Appreciations

After the classes are set up, in order to direct attract, and keep the learners and in order to prevent a fail in the level of classes, in addition to radio programmes, advertisement activities and the creation of public interest, the movement has endeavoured to make films and by showing them through television or in the district and villages bring to life by stating the benefits of becoming learned by creating special "situation" for those who have become learned under this scheme. So that those who join this scheme attend the classes with interest and due to need and motivation.

In addition to the above-mentioned points, and in order to attract incite interest in people to learn how to read and write, the movement has taken into consideration encouragements and material rewards for those of the learners who attain the first position. And it gathers the best learners from all over the country. Sending them to the pilgrimage of holy places which will be a boost to their morale and a factor for positive competition and greater effort to gain better positions with regard to learning how to read and write.

At the end, it is notable that the above mentioned step have been taken at a time when world imperialism has imposed a full-scale war against our muslim nation, who are passing through their eight-year holy resistance.

Hoping for the success of Islamic IRAN and all the countries in their struggle to eradicate illiteracy.

LAOS

THE SITUATION OF ILLITERACY ERADICATION AND COMPLEMENTARY EDUCATION

1. The situation of Illiteracy Eradication Campaign and the Complementary Education

The illiteracy eradication campaign in our country during the period of pre-liberation and complete liberation has had already the basis for many years.

Since the beginning of 1975, the Lao People's Democratic Republic has exerted its efforts to carry out the illiteration eradication campaign throughout the country under the firm organizational network from the central to local levels. During the past twelve years, remarkable success has been achieved due to the amount of the hard work put into it :

- We have basically achieved the illiteracy eradication for working peoples of different ethnics (within 3.6 million population, about 98 percent of 765,435 target pepole were literated.)

- Thereafter, we have organized and developed courses for adults at different levels.

Our organizational network for adult eduation (complementary education) are as follows:

- For neo-literated people

We have set up network at villages and the cooperatives by mobilizing all sectors such as: cadres, students, teachers and novices to participate in the campaign.

- For cadres and workers who already have some educational background:

We have organized courses at:

- Different ministries, factories and productive bases on two afternoons, namely Tueaday and Thrusday.
- In the evening schools by employing secondary school teachers.
- In the cultural improvement centres at different provinces, districts,.....

The content of curriculum and textbooks

The planning of illiteracy eradication and complementary education in Lao People's Democratic Republic is divided into different levels as mentioned above in order to meet and succeed the concentrated aims, depending on professional skills and the concrete conditions of the learners. Therefore, the content of curriculum and textbooks must be related between the basic scientific knowledge, the knowledge of technics of production and the knowledge of social and economic management.

- For the elementary level of complementary education the basic aim is to provide the learners the ability to read and write (read fluently and write correctly) and have quite a good knowledge in arithmetic (i.e. the ability to calcualte the four operations).

- For the cadres and the workers: We concentrate on basic sciences by using the concreate pattern as much as possible, and at the same time, importance must be attached to the knowledge in economy, and technics of management.

- For the staff at the counry and village levels: The aim is to provide fundamental knowledge concerning culture, basic sciences and paralliely the problems on district, county, village must be taken into consideration such : local history, local geography, agriculture, afforestation and protection of forest, local handicraft, sanitation, breeding.

- For the working peoples of different ethnics: After they have succeeding in illiteracy eradication it is necessary to carry on organizing the courses of complementary education immediately so that they could read fluently and write correctly, solve

the four operations, be assured that they will not be illiterates again. The courses must follow the specialized topics related to simple technics of production and daily life.

The development of teaching aids and materials

Teaching and learning materials are not well developed and are still in the early stages. For elementary level, we have compiled some reading books and some numerical calculations books.

2. Problems to be Solved

Based on the educational policy of our government in new period, we have identified the following problems:

- The illiteracy eradication campaign was not carried out on time and continuously keep up with the mass movements.

- We were interested in only the quantity, not the quality. This leads to the re-illiterate among people. In some localities the number of re-illiterate people is about 40 to 60%.

- The content of curriculum and textbooks and methods of teaching were not suitable for various ethnic groups.

- At present, three are still shortages of textbooks, booklets, equipments and other supplementary reading materials. In addition, the distribution of those materials to the remote areas are still unsolved because of communication problems.

- We also lack qualified teachers and teachers for ethnic minorities because we cannot train them to meet the demand for the development programme of complementary education and in-service training which we consider them to be the main task at the present time.

3. Orientation Work in People's and Complementary Education for a Period form now to the Year 2000

- Organizing and stimulating steadily the courses of complementary education of the staff and the peoples of different ethnics, first of all, aiming and promoting the militant staff, the members of the Party, workers, young peoples, what will lead them up to know how to use their scientific and technical knowledge into the production, the concrete work and the way of life.

- The personal purpose is to endeavour to succeed at the primary level in general for the youth and children.

- At the same time to eliminate throughly the recurrence of the illiterates.

- Concerning the Party's members, workers and militant staff in the base, staff at district level and the young people they should succeed in first degree of secondary school.

MALAYSIA

PROGRAMME ON LITERACY FOLLOW-UP MATERIAL PRODUCTION IN MALAYSIA

1. Introduction

1.1 The Functional Literacy Programme in Malaysia was started in 1973 as a continuing programme of Mass Literacy Campaign launched in 1961. It is an approach in literacy education with two pronged objectives: to acquire basic literacy skills in the 3Rs and to improve the quality of life. Reading and writing are considered as aids in the process of helping the individual and the group to improve their health, social, economic status and increase productivity.

1.2 Since the launching of the national Mass Literacy Campaign and Functional Literacy Programme by the Community Development Division, Ministry of National and Rural Development, the programme had reached more than 1 million illiterates. The number of illiterate people decreased markedly in most of the states in the country. Follow-up activities in materials development for neo-literates are carried out by Community Development Department for the following reasons:

i. Most reading materials and development media were more urban oriented, publishers and writers more inclined to profit motivated in publishing and writing materials.

ii. There are very few materials published by private sector and development agencies which are appropriate for neo-literates.

2. Development and Utilization of Teaching and Reading Materials for the Literacy Programme

2.1 In 1984, the Community Development Department had developed a package of teaching/reading materials consisting of 4 sets both for the teachers and the learners. Description are as follows:

Set A: The set contains 9 sheets of coloured pictures and two smaller pictures relevant to the main one. The contents of the book are based on the aspects of economic, health and civics. The economic aspect covers the topic on income generation activities like vegetable farming, poultry raising and fresh water fish rearing.

The health aspect covers food and nutrition, balanced diet and family life.

In civics, the topics covered are neighbourhood, cooperation and self-help, work ethics and the national flag.

2.2 Guidelines for discussion regarding the pictures/posters are provided at the back of every sheet. This enables teachers to extend and discuss relevant topics with their learners. Besides that, teacher are encouraged to add in new ideas to the topics wherever possible. This

gives flexibility and functionality of the manual.

Set B: Student's Sets

These sets are similar to set 'A' except that they do not have guidelines for discussion on the pictures overleef.

Set C: There are student's worksheets relating to the relevant pictures discussed and written exercises for the students.

Set D: Reference Book

This book is meant for teacher's guide and reference. It contains topics on religion, civics, health, agriculture, handicrafts and food recipes. These topics provide additional information for the teachers in discussion sessions and functional knowledge in the 3Rs.

3. National Workshop on Materials Development

3.1 The First National Workshop on the Preparation of Teaching and Learning Materials for Literacy Programme for Women in Rural Areas were jointly organized by UNESCO Paris, the Community Development Division (KEMAS), Ministry of National and Rural Development, Malaysia, UNESCO Regional Office for Education in Asia and Pacific (ROEAP) and the Malaysian National Commission for UNESCO.

3.2 The Workshop was held in the Asia and Pacific Development Centre, Kuala Lumpur, from 14 to 26 January, 1985, and was attended by 40 participants and 4 consultants from UNESCO Paris, UNESCO ROEAP, Indonesia and ACCU.

This Workshop was a follow-up activity of the Second Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (Chiangmai, Thailand, 3-12 October 1984) organized by the Asian Cultural Centre for UNESCO (ACCU).

The Workshop aimed at:

a) giving technical knowledge in preparing literacy materials to the participants

b) exposing the techniques in accessing literacy materials

c) determining the materials produced were suitable to the target group of the programme

d) compiling a programme at the national level in the production of teaching and learning literacy materials, and

e) adapting and field-testing the materials produced in the course of the workshop by the participants and produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials).

At the end of the workshop 5 new materials were produced consisting of booklet, flip chart, audio cassette, leaflet and photo novella. The Workshop successfully adapted 3 booklets, 4 posters and 1 game (sugoroku) from the AJP materials.

4. Regional Workshop for Materials Development

4.1 In 1986, two regional workshops were organized in Sabah and Sarawak as a follow-up activities of the national workshop in 1985. In both workshops 43 materials were developed consisting of booklets, pamphlets, posters, audio and flip charts. In 1987, two workshops were held in Sabah and Sarawak for supervisors and teachers at the district level. Since 1988, the material development process has been included in Orientation Course for functional literacy teachers and Home Economics teachers in Sabah and Sarawak.

5. Adapatation, Evaluation and Dissemination of Asian/Pacific Joint Production (AJP Materials)

5.1 In 1985, during the national workshop, seven AJP materials were adapted and five materials were printed and disseminated in 1986. The five AJP materials are:

i. Mabeldam (Sugoroku)
ii. Water in Everyday Life
iii. Clean and Useful Compound
iv. Home Gardening
v. Charcoal Water Filter

5.2 The five AJP materials were pretested during the regional workshop in Sabah and Sarawak before final printing and dissemination. The pretesting showed a favourable feedback and following the workshop modifications in lettering and drawing were made. In November 1985, the five materials were printed for 500 copies for each title. At the end of 1986 all the 400 functional literacy classess in Sabah and Sarawak have received and utilized the materials as teaching and for discussion. The feedback and evaluation from the 4000 functional literacy participants of various ages in Sabah and Sarawak showed that the poster entitled "Charcoal Water Filter" is well received by the participants and very practical in rural areas.

5.3 The Community Development Department in Sarawak with the assistance of Health Department has developed a scheme to provide participants with materials to construct charcoal water filter for each one of the participants who are interested. The printed AJP materials were also disseminated to other agencies such as Health Department, Agriculture, Veterinary and Universities. In Sabah and Sarawak more copies of "Charcoal Water Filter" will be printed for distribution to participants of Home Economics Programme.

6. KEMAS Efforts in Production of Educational Materials

6.1 Besides assistance from ACCU, KEMAS also received assistance from UNICEF and UNFPA. With their financial assistance and through using own budget, we have been able to produce teaching learning materials for pre-schoolers and adult leaners of Home Economics Programme. These

materials are poster, flip charts, pamphlets, and manual for Field Workers/Community Development Workers. These materials can also be used by implementors and participants of our Functional Literacy Programme. Efforts are being made to produce more learning materials on health, skills, family and resource management for general use.

MALDIVES

RECENT SITUATION OF LITERACY EDUCATION IN MALDIVES

Basic Education

The Basic Education Programme was announced on the 1st of January 1980 and was officially launched on the 24th of February 1980. The programme was aimed at eradicating illiteracy and to achieve functional literacy. When the programme was originally launched, the target group was persons between the ages of 15 years to 50 years. But, during 1983 - 1984 it was changed to 10 years to 45 years.

Progression of Literacy Rate

1980 : 81.66%

1981 : 83.47%

1982 : 86.66%

1986 : 93.25%

Target Groups

We aim at the total eradication of illiteracy by the year 1990. In order to achieve this target priority Atolls have been identified for the coming year.

1987 : Haa Alif, Kaaf, Alif, Vaaru, Meenu, Laamu.

1988 : Haa Dhaalu, Shaviyani, Noonu, Faafa, Dhaalu.

1989 : Raa, Baa, Lhaviyani, Thaa.

1990 : Gaafu Alifa, Gaafu Dhaalu, Gnaviyari, Seenu.

The subjects taught in the Basic Education Programme are Islam, Maths and Environmental Studies. It is now felt that if Primary Education is not strengthened, there might always be a need for a Literacy Programme. Hence the need for educating the youth is greatly felt. It is now an aim that by 1990 all the children the ages 11 - 16 will attain primary level and will be exposed to an income - generating vacation. Other aim of the programme include providing trainable man power for developmental activities and to create awareness among the people for identifying and solving the problems related to the public developmental and making better use of the developmental activities, respecting Islam and the Maldivian culture.

Hence, at the moment, the Basic Education Programme is aimed at the following target groups.

1. Out of school children between the ages 11 - 15 who have not attained primary level.

2. Youth between the ages 16 - 25 who have not attained Grade 3 level.

3. Illiterates between the ages 26 - 45.

Production of Asian Joint Production Materials.

The following AJP materials are selected for adoptation. Some of these materials have already been translated and used by some teachers. The materials are translated into the national language (DHIVEHI) and modified the text and illustration in which will be print at the end of this year context of Maldives. The materials produced 1,000 copies in each and distributed and used in Non-formal literacy classes.

Booklets

1. The life of water
2. Raising chicken
3. Baby's food
4. Mari and the Festival

Posters

1. Sanitation
2. Everyones water

Games

1. Building up a happy community
2. Animal Sugoroku
3. Let's plant trees

The game, Building up a happy community have already been published and distributed. Some 5000 copies were produced and distributed to all the Basic Education Centres and Atoll Education Centres in Maldives.

NEPAL

RECENT SITUATION OF LITERACY EDUCATION IN NEPAL

Introduction

Nepal is a small landlocked Himalayan kingdom lying between China on the north and India on the south encompassing an area of 147,181 sq. km. The nation's total population is 16.5 million with an annual growth rate of 2.66 percent.

Nepal's literacy rate is quite low in comparison to other Asian countries and the absolute number of illiterates is on the increase due to high population growth rate, slow progress in making adults literate as well as a high drop out rate at the

primary level of education. The literacy rate among the age group of 6 and above is only 35 percent. Among the females, the literacy rate is only 18 percent. Obviously the problems of illiteracy are of a massive proportion.

Nepal has been conducting an adult literacy programme for more than three decades. Different approaches and methods for implementing literacy classes have been tried at different times. In 1985, a new approach to adult eduction was launched as the National Literacy Programme. The objectives of this programme are to impart literacy and numeracy skills along with consciousness raising and functional knowledge skills and information to illiterate adult of 15-35 years of age. The approaches, methods, instructional materials and training techniques applied in this programme and the effort to link the Non-formal Education with rural development have been found quite successful.

Current Literacy Programme

The Adult Education Section of the Ministry of Education & Culture (MOEC) plays a role as the key agency in implementing the literacy programme and is responsible for policy formulation, material development, production & distribution. It also provides technical support in the forms of training and orientation programmes for personnels involved in literacy programme.

At present the Non-formal Education Programme porvides its services to more than 70,000 illiterate adults 15 - 35 years of age. The Adult Education Section is responsible for 40 percent of this group directly and the remaining are covered by other government and non-governmental, national and international organizations. MOEC has been providing teaching-learning materials to over twenty organizations who are involved in the National Literacy Programmes. Technical support e.g. training of trainers and training of facilitators is also provided.

Literacy Education for Women

Generally, one literacy class consists of 30 participants which may be more or less depending on the programme. Because so few girls attend school, the literacy classes provide an important access to basic educational skills for girls and women. Some of the classes are provided to women and/or girls alone and many of the mixed gender classes range from 37 to 95 percent female.

In this fiscal year 1988/1989, Adult Education Section is planning to conduct 680 literacy classes througout the country only for out of school girls and women through the Nepal Women's Organization. This programme will provide its services to more than 20,000 illiterate girls and women of the 15 - 30 age group. In addition the Education for Rural Development (Seti) Project and the Women's Education project of the MOEC has also been conducting women literacy classes, the "Cheli Beti" programme, in 10 districts of the country.

National versions of AJP materials so far produced in Nepal

No.	Theme	Format	No. of copies produced				Total
			1985	1986	1987	1988	
1.	Building up a happy community	Game	1000	1000	6000	11000	19000
2.	Everyone's water How Should We Use It?	Poster	1000	-	-	-	1000
3.	Charcoal water filter for drinking water	"	1000	-	-	-	1000
4.	The life of water	Booklet	1000	-	-	-	1000
5.	Use of gas from daily	"	1000	-	-	-	1000
6.	Agriculture co-operative for better life	"	500	1000	2000	62000	65500
7.	Useful and simple knowledge for every day living	"	-	1000	2000	62000	65000
8.	Clean house is a happy house	Poster	-	1000	-	-	1000
9.	Guidebook on Development of Materials for Neo-literates	Book	-	500	-	-	500

Literacy Materials

To date, the Non-formal Education programme has produced a set of four 96 page Primers (called as 'Naya Gareto I-IV parts'),a range of supplementary materials, and teacher/facilitator guides. Each learner receives a complete set of the four books a work book and a pencil. Each class is provided with a set of supplementary materials for use in group exercises. Teachers are provided with a manual that explains the instructional methods used in the four books, the supplementary materials and lesson plans for each day of classes.

The first book starts with simple words and letters and progress to complete stories and informational pieces. At the end of first primer, learners have progressed far enough to read and write simple stories and do basic math. Learners are allowed to acquire and practice using skills at a measured pace.

Materials for Neo-Literates

The number of neo-literates are increasing, as a result of either formal or non-formal education. At present primary education enrolment is about 82 percent but only one fourth of them will complete the primary education cycle. Hence the materials for neo-literates especially in rural area are essential. To meet this need the Adult Education Section of the MOEC has adapted, produced and used the following Asia/Pacific Joint Production Programme (AJP) materials.

The Adult Education Section has also developed the following post literacy materials using different development themes such as population education, forestry, health and sanitation, forestry, co-operatives, and general development information.

Post literacy materials developed by
Adult Education Section

S.No.	Theme	Format	No. of copies produced 1986	1987	1988	Total
1.	Forest for our children	Booklet	10000	-	54000	64000
2.	Let us be healthy (Nutrition game)	Game	-	10000	11000	21000
3.	Oxygen for fish	Booklet	-	-	500	500
4.	Fish - an Income generating project	"	-	-	500	500
5.	Potato farming as a way to increase income	"	-	-	500	500
6.	Mother and child health care	Booklet	-	-	500	500
7.	Food and our health	"	-	-	500	500
8.	Protection of our children	"	-	-	500	500
9.	Clean drinking water	"	-	-	500	500
10.	Happy family	Flip chart	-	-	500	500
11.	Happy family	Game	-	-	500	500

Two of these post-literacy booklets (Forest for our children and a Nutrition game) were recently awarded a third prize by ACCU.

Most of above AJP materials were first produced with the help from ACCU for testing purposes in 1985. Since then the Adult Education Section has reproduced many of them and used them in literacy classes for group learning.

All of these materials are made available to other agencies involved in literacy programmes at cost. The agencies are using the materials in their community development projects.

The other use of these materials are in training programmes for literacy trainers. They are tools used to demonstrate teaching. For publicity purposes, AES distributed a set of these materials to all the organizations involved in non-formal education and/or community development activities. Similarly, they are also distributed to participants of different seminars and workshops organized by the MOEC.

In conclusinon AJP materials have proved very useful and effective in the process of imparting knowledge, information and skills relevant to rural life. They serve as valuable tools for motivating

and creating interest among the adult learners. Thus, introduction of these materials have helped the literacy personnel in Nepal enhance their ability to develop and effectively use the neo-literate materials. In this respect, ACCU's learning role in the development of materials for neo-literates in rural areas in highly appreciated.

Appeal Activities in Nepal

The Asian region made an attempt in 1986 by endorsing the programme under the title "Asia-Pacific Programme of Education for All" (APPEAL) for universalization and renewal of primary education and the eradication of illiteracy in Asia and the Pacific. Universalization of Primary Education (UPE), with its emphasis on enrollment, retention and achievement, is proposed for the young members of society so that they can acquire a basic set of knowledge, skills and attitudes and not grow-up to be illiterate adults. However, UPE alone is not enough to achieve the objectives of "Education for all". In order to succeed, concerted efforts have to be made for eliminating a backlog of illiterates and the growing number of illiterates through an extensive programme of adult literacy. More specifically, the aim of APPEAL is to (a) achieve universal primary education; (b) eradicate illiteracy and (c) provide continuing education in support of (a) and (b) by the year 2000. Nepal has been taking different approaches to achieve these objectives. The Ministry of Education and Culture has formed a National Co-ordination Committee for APPEAL in 1987 with a veiw to realizing the three above mentioned objectives of APPEAL in Nepal. In the meanwhile the basic needs approach to education has become a national policy for providing educational opportunities to a maximum of children and young people by the year 2000. Recently, the MOEC in co-operation with UNESCO/ PROAP, Bangkok organized a National Seminar on Education for All (May 24-26) in Kathmandu. In the context of Education for All by the year 2000, His Majesty's government of Nepal has formed a task force committee recently. This committee is preparing a national policy and strategies for the successful implementation of Universal Primary Education, Eradication of Illiteracy and continuing education.

PAKISTAN

STRUGGLE AGAINST ILLITERACY AND IGNORANCE

Index

(1) Introduction of Literacy Programme

- a) Nai Roshni School Project Struggle and Achievements
- b) IQRA Pilot Project

(2) Struggle and Achievement

Training ;-
Training Abroad
Training at LAMEC Head Qr. Training at Institute LAMEC LAHORE

(3) Books Published by LAMEC

- a) Text Books
- b) Post Literacy Material by LAMEC
- c) Translated Materaial of AJP (Published by Asian Cultural Center for UNESCO)
- d) Material under Printed
- e) Literacy Scheme of Mass Education with co-operation of T.V. and Radio

(4) Allama Iqbal Open University Introduction

(5) Women Division's Programme

(6) NGO's Programme

(7) Integrated Functional Literacy Programme for Disabled Persons

Pakistan is a rural oriented country where 70% people live in the villages numbering about 45,250 spread over an area of about eighty hundred thousand square Kms. (exact figure is 797,095 Sq. Kms.)

Total population of Pakistan as estimated in January, 1987, is 100.7 million, which i.e. increasing at the rate of 3.06 per annum. Only 26% of my people know now to read and write and thus only 17.3% of three fourth rural population is literate which is unfortunately lowest rate in the developing countries, so Pakistan's gignatic problem is illiteracy. To elaborate the situation, some more facts and figure are that at present 28.7% of the total population is in the lavour force and 96.4% of it is regularly employed. A labour force survey of 1985-86 shows that only 34.2% of the total employed persons of the age of 10 years and above were literate.

The urgent need to meet this challenge of illiteracy in Pakistan was to evolve suitable policies.

Studies in Pakistan and elsewhere have served to illuminate the links between literacy and positive behaviour changes, in relation to other social factors of development like health, nutrition and fertility. Universal literacy and primary education is seen as pre-conditions for overcoming economic and social poverty. Ways are found to tackle the traditional remnants of resistance to learning on the part of adults, which often stem from different perceptions of what learning is and its uses. Also, variations in reaction to learning may stem from the variable quality of learning content, and inappropriateness of teaching learning methods.

Education Non-Formal: The objectives of the originally planned mass literacy programme was to make some 2.2 million persons literate, with priority given to females. The Five-Point Programme. In order to reach doubling of literacy in four years. Intends to create literacy centres, with a projected coverage of more than six million people.

The Mass Literacy Programme, launched from 1981 has been replaced by two new programmes, implemented by the Literacy and Mass Education Commission (LAMEC), and Allama Iqbal Open University

(AIOU) in line with the Five-Point Programme.

Our Government took the firm and initiative in 1981 by establishing Literacy, and Mass Education Commission (LAMEC). Total achievement made from 1981 to 1985 covered only 0.35 million people. In 1986 LAMEC advised two projects to the worked upon, namely 'Nai Roshani Schools', meaning New Illumini Schools and 'Iqra", meaning reading at the frist step.

The most ambitious new programme is Nai Roshani. This is a non-formal education system, to enable children of 10 to 14 years to complete education up to the standard of class V within two years. The children are required to attend school in the afternoon, three hours daily, without any summer of winter vacation. They are taught for 266 days in a year. Full time teachers have appointed to the schools.

It is planned to provide a second chance of primary level education through a condensed course of two years by non-formal methods. The programme conceptually relies on the premise that the force of ever increasing stresses of socio-economic conditions, compels every member of the family to contribute towards its livelihood. Obviously, an educated boy can make better contribution. Not only learning opens for him more and better avenues of income but also raises the urge to seek even higher educational qualification. This is briefly the genesis of Nai Roshani Schools programme. It is free; it is informal and is organized in the afternoon when the clientele can conveniently attend. Its highlights are as under :-

(i) Its objects are to provide a second opportunity to those children in 10-14 years age group, or higher, who either left their primary education incomplete due to poverty, inadequate motivation and noncongenial environment, or never had gone for schooling. Such children, who are still in time for education and are aware of its economic advantages, are likely to respond in large numbers to a facility tailored to their cognitive abilities, economic pursuits and time suiting their availability from economic occupations.

(ii) The project offers free primary level education, with the help of a condensed course of two years, preferably in the existing Primary/Middle/High Schools in the afternoon. This type of programme contains all magnetic elements that can motivate any dropout or out of school child looking eagerly to improve his knowledge and skill.

(iii) The project is approved for four years 1986-1990, and shall cost Rs.3153.2 Million at the unit cost of Rs.1911.00 per student for a total larget of 165,000 students. Under this programme 22,000 Nai Roshani Schools each in 1986-87, 1987-88 and 1988-89 will be established. In all, there will be three courses each of two-year duration with 22,000 Nai Roshani Schools in each course.

(iv) The planned achievement of Nai Roshani Project shall improve the performance of primary level education to 1,650,000 and also increase literacy rate by 1.8%. It will also appreciably strengthen the system of non-formal education, motivate illiterates to help universalisation of education and spin back the dropouts in the national development activities, better equipped to play their part.

(v) The project will provide full time employment to 48,265 educated unemployed and to another 22,000 part-time occupation.

It is a miracle that LAMEC, a body with only a few hundreds on its strength, has expanded to seventeen thousand and is operating througout the legnth and breadth of the country. These motivated functionaries are not only toiling day and night to eliminate the course of illiteracy but are also serving as ambassadors of national integrity, unity and partiotism. Needless to mention that perhaps there are few parallels in the contemporary national history where so few in number succeeded in raising country-wide infra-structure, in such a short time.

PROVINCE-WISE PROGRESS REPORT OF
NAI ROSHANI SCHOOLS PROJECT 1987

Sl. No.	Area	Target	No. of N. R. Schools Established			No. of Students Enrolled			No. of Students Passed 1987		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Punjab	11816	5336	1639	6975	125985	50102	176087	109595	47287	156882
2.	Sind	4976	2381	601	2982	53388	19465	72853	47816	18861	66677
3.	N.W.F.P.	2983	1905	219	2124	37963	9245	47208	34776	8376	43152
4.	Baluchistan	1160	554	58	612	8791	1756	10574	6438	1549	7987
5.	A J & K	519	305	54	359	7602	3299	10901	6936	3167	10103
6.	FATA	486	194	-	194	4532	-	4532	4001	-	4001
	TOTAL:	21940	10675	2571	13256	238261	83867	322128	209562	79240	288802

IQRA Pilot Project LAMEC

The Iqra Pilot Project has started in the Rawalpindi and Islamabad Region. Under this plan, anybody and everybody who is keen to work as a teacher (even as a hobby or an additional means of livelihood), can do so. He or she can draw-up a list of those in the family or in the village of those persons who are illiterate and start teaching. Successful acquisition of the skills of reading and writing by a learner brings a financial reward of Rs.1000 to the teacher.

This is a model porject to firm up a classic mass literacy approach. It is based on the realistic assessment of prevailing socio-economic completion and the experience drawn from the past models/projects. Although, claims were made at earlier occasions that illiteracy could be eliminated by merely asking Government, NGOs and social orgainzations to make people literate within their areas of operation or influence, but nothing worth-while except for some fake publicity was achieved. The obvious reason for failure of these organizations to deliver the goods, was that neither bold and realistic approach, commensurate to socio-political situation was adopted, nor the mass exodus of rural population to cities was ever considered. Iqra approach is the positive facet of literacy, portraying boldness, realism and determination to eliminate the menace of illiteracy. It invites any volunteer educated man or woman to teach any number of illiterates, property registered and verified for their antecedents, properly registered and varified for their antecedents. Once committed, the volunteer teacher is left on his/her own to organize literacy training and whenever he/she feels satisfied with the standards prescribed for the trainees, he/she offers them for examination before the project examination staff. The volunteer teacher is paid rupees one thousand only for each of his/her students declared pass. Its exciting aspects are:-

(i) The educated lot is offered an opportunity to get a respectable honorarium for noble job.

(ii) The mass literacy awareness reinforced by media is spread through the integrated efforts of voluntary motivation programme workers, motivators, village elders, councillors and social workers. This general awareness generates forces which influence the minds of the community for mass participation in the programme.

(iii) The whole exercise is simple, non-institutional and overwhelmingly result oriented. It takes the form of contractual obligations between the project staff and the voluntary teacher.

(iv) The neo-literates, inspired by their hidden intellectual potentials, develop confidence to further increase their educational qualification and look forward to their more effective participation in the national developmental activities.

Iqra Pilot Project was approved for one year and its target was 50,000 illiterates at a total cost of Rs.59,533 million. It was launched during the first week of October, 1986. The summary of the progress untill 16th December, 1987 (approximately over 11 months) is as under:-

(i) Illiterates registered	60,095
(ii) Illiterates examined	25,555 till 31-3-88
(iii) Number passed and declared literate	18,300 till 31-3-88
(iv) Ratio pass percent between Male, Female	10 to 90%

Although the number appeared and passed in 11 months is comparatively lower than the number registered, but in any such model, time taken to motivate and develop responses takes much longer. It is expected that the number likely to present for examination will be accelerated. What is more satisfying note is that doubts expressed about the success of such a totally new model, have been completely cleared. The impression that it is a cost venture, has also been satisfied. If one genuine literate is added to society, the advantage that accrues out of his social, economic and intellectual participation is worth many thousand rupees. In addition, noble example that he presents to other illiterates, generates persuasive instincts of the society to follow his footsteps. This is how Iqra approach creates urge for mass literacy and presents an answer to the chronic dilemma of illiteracy.

Literacy Material of LAMEC - PAKISTAN

LAMEC has prepared condenced course equivalent to formal primary education for Nai Roshani School Project for the first session and for the Second session.

The primers and the books for the course of general knowledge, science Islamiyat, history and science and mathematics are prepared and published in National Language, LAMEC has printed all the mentioned books in Sindhi, Baluchi, Brahvi and Pushto too.

A new primer also has been developed for adult literacy.

Translation of AJP Post Literacy Material Published by ACCU

The following material was selected, translated and prelisted by Training Institute and severed for final approved.

1. Let us wipe out worm for a healthy body.
2. Nutrition Card Game Poster
3. Mari and the Festival Booklet.
4. Use of Gas from Daily Wastes
5. A Home Gardening

Post literacy materials by LAMEC sixty (60) books have been published by LAMEC PRT wing for neo-literates to save them to relapse into illiteracy. These books are very interesting informative and up to the standard of neo literates.

They cover the following fields :-

Islamic Studies

History	Agriculture
Morality	Poultry Farming
Fiction	Cottage Industries
Poetry	Electricity
Science	Care of Animal
Geography	Radio & Television

Civics

Health and Hygenie

Translation of AJP Material

Achieving some material published by ACCU, a meeting was called by the Director of Training Institute LAMEC to prepare a feasible programme for adopting the booklets or posters.

After giving much thought to the said material following subjects were selected for translation and modification according to our cultural background.

1. Let us wipe out worms for a healthy body (Poster)
2. Nutrition Card Game (Game)
3. Mari and the Festival (Booklet)
4. Use of Gas from Daily Wastes (Science for every day life)
5. A Home Gardening Poster

The assignments of translation were given to Dr. Nuzhat Ikram, Chief Inst. and Mr. Zia Sahi, Senior Trainer of the Institute.

It was decided that the villages which were surveyed during the workshop held on the subject of preparation of post literacy material should be revisited, keeping in view the feasibility of usefulness of the Posters and other material. The material was translated. Survey tools were developed accordingly. Five hundred posters Nai Roshani School copies were taken to the villages to students and teachers, male and female for interior and micro-field testing.

In the light of findings of survey reports some changes were made in the poster and card during the revision of the material. It was also decided that card game should be changed in the shape of folder.

All the posters and booklets have been translated into national language and provincial and local languages.

The material is ready for publication at large scale subject to the approval of ACCU and Provincial of the funds.

Further plan to translate AJP materials produced by ACCU/AJP

1. Guidebook
2. Any other material received by ACCU related to our problems
3. Post literacy material in connection with the rural women's general information

An adult literacy programme is also launched in collaboration with T.V. and radio.

Training

(a) Nai Roshani School Teachers: In all 22,000 NRS teachers were planned to go thorugh five-day training at district level under the supervision of Master Trainers. In all batches, each of 50 participants (Five courses at each district) were required to be organized. Over 80% were given training.

(b) Literacy Supervisors: In all six courses of 30 supervisors each were planned by LAMEC. Some of the these were organized at district level while others were run at the LAMEC Training Institute. A final report on these courses was published and circulated to all participants.

(c) Orientation Training Abroad under UNESCO

S/No	Type of Training	Country	No. of Participants
1.	Literacy workshop	Thailand	Two
2.	- do -	Thailand	Two
3.	- do -	India	One
4.	- do -	Nepal	One
5.	- do -	Egypt	One

(d) Other training courses/workshops for district level functionaries.

S/No	No. and Nature of Training	Durations	Total Trained
1.	Six Master Trainers Courses	Two weeks	62
2.	Field Officers and Assis. two Weeks Field Officers	"	35
3.	ISESCO sponsored at LAMEC Training Institute for Field Officers, Assis. Field Officers and Tehsil Literacy Inspectors	Approximately three weeks (10th to 27th Sept.1987)	30

S/No	No. and Nature of Training	Durations	Total Trained
4.	DPMs workshop with the collaboration of O&M Div Islamabad	One week (22nd Dec. to 28th Dec. 1987)	22
5.	Accountants at Trainings Institute LAMEC LAHORE	Four weeks (16th Jan. to 18th Feb.1988)	73
6.	National Workshop on the Preparation of Literacy Follow-up Materials for New Literate. In collabration with the Asian Cultural Centre for UNESCO at the Training Institute Lahore		

Allama Iqbal Open University
Integrated Functional Literacy Programme for Families

Introduction

In 1974, Government of Pakistan, established the Allama Iqbal Open University, as a specialized education institution, for providing facilities to the masses, throughout the country, especially for those who are unable to attend conventional institutions, by carrying education to their doorsteps. The university offers a wide choice of courses, at a variety of levels, for the general public. Particulars emphasis is given to functional courses in rural and urban skills and teachers training. About 10,000 text books have been prepared for 250 courses.

The university's special assignments, given by the Government are, Adult Education in general and women's education in particulars. In this respect, a Pilot Project named as, "Matric Programme for Women" has been started since October, 1986. The University's primary Matric for women education is to prepare a package programme for Matric to M.Sc. level which should include the courses of Home Economics, Primary Health and Community Welfare, Pre-Nursing, Design, Technology and Institutional Management. Moreover some courses for para medical staff, such as hospital dieticians, Clinical Assistants. And community health workers are also under consideration.

Total number of students in the university is at present over 130 thousands, and it is a matter of great satisfaction that number of women students is more than 30%.

Another matter of pride for the university is that it has recently awarded "International NOMA Literacy Award" by a special jury appointed by the Director General of UNESCO.

At this ocassion the Chairman of the jury citation, which despite other activities, specificially underlined efforts by the Allama Iqbal Open University to provide training to women, in areas particulars interest, such as child care, health, agriculture and animal husbandry.

The economic illiteracy of women in Pakistan is resulting in new illiterate families. There is therefore, an emergent need of devising special programme for the education of female population.

Many programmes of basic education are often limited to the teaching of literacy skills. The result is, that a few months after completing literacy programme the learners relapse into illiteracy. Thus there is a need of programme which quarantine against relapse into illiteracy as well as ensure prompt progress of the learners and their interest in further education.

Integrated Functional Literacy (IFL) Programme for female learners is an endeavour in this direction. This is a comprehensive scheme for educating the out of school and dropped out girls. Not much aged housewives of the area are also included in the programme.

Objectives

1. To provide the means for nature woman and adolescent girls in rural and semi-uran areas to acquire basic literacy and numeracy.

2. To enable to learners to continue further study on their own if they desire so.

3. To offer training in need-based income-saving and income generating skills such as embroidery, garment-making, basket-making and knitting, etc.

4. To produce the following tested instructional materials which may ensure rapid progress in basic skills of reading, writing and counting: -

a) Urdu Primer

b) Workbook for writing practice

c) Basic book on arithmetic

To produce simple easy and interesting supplementary reading materials conforming to the needs of people:-

a) Our cultural heritage

b) Folk-stories of the area

c) Our families

d) Our agriculture

e) Living with means

f) To teach quran-e-Pak Nazira

Learning Package

1) Basic literacy numeracy

2) Skill training based on the choice and need of

the learners

3) Courses enhancing the awareness for a better and healthy life

4) Clentele

The participants are 10 - 45 years-aged females without any formal education, girls in the age group 10 - 20 are preferred.

Duration of one Cycle

1) Literacy, numeracy basic education and skill training six months

2) Class III syllabus and skill training four months

3) Class IV syllabus and skill training four months

4) Class V syllabus and skill training four months

Textbook

For the literacy component the following books are written and published by the AIOU:-

a) Urdu primer (For reading)

b) Urdu (For written)

c) Basic book on arithmetic (For basic) numeracy.

Skill training is provided to the enrolled females in such skills as basket-making, embriodery, sewing and cutting, cooking, knitting or as amy be proposed by the local population.

In the III, IV, and V classes the textbooks are used according to the priscribed syllabus for the formal system of education in the primary classes in the following subject:

a) Urdu

b) Arithmetic

c) Social studies

d) Islamiat

e) Science

Methodology

Face to face teaching with the help of books, black-boards and charts etc.

1) Use of autio-cassettes

2) Every centre is run by a part-time lady teacher

3) One week training in teaching methodology is provided to the working teachers.

Future Programme

The first IFE Project was lunched in 1975. In 1987 the number of projects reached up to 273. Since more centres have been signed throughout the country. In addition the remote rural communities to learn literacy and get functional education, another major contribution of these projects has been the production of literacy material in almost all the major languages of the country. This programme also helped to train the people as village educators, untill now hundred of male and female teachers and administrators have received this training.

This pilot project is for a period of three years and consists of two cycles of 18 months each, if successful, it will be replicated in various parts of the functional education programme of the university.

Chapter 7 - Women in Pakistan

The role of women in the family and the community, is both a reflection of the stage in a nation's development, and a determinant of its long term prospects. The female population impact on national social statistics is high, not only because of the sheer force of their numbers, but also because of their multi-dimensional functions. Including the responsibility for child development.

The recent realization in Pakistan of the need to strengthen the role of women in society is of dual origin an increased awareness of women's issues at the international level and diverse internal pressures, economic, demographic and social planners now view the involvement of women as essential to national development in its varied dimensions - economic productively, population planning, reducing infant mortality and strengthening the human potential.

In Pakistan, concepts about the role of women in society vary, but there is consenses that their access to services and opportunities is restricted. Besides adverse conditions which affect the community as a whole, women face additional constraints such as restricted mobility outside the home, frequent pregnancies relatively low control over resources and lack of decision making power.

The Sixth Plan (1983-88) documents describes the current profile of Pakistani women as a sad commentary on the legacy of neglect, compelling a special and separate focus for this sector. It provided for specially designed programmes in health, education, population planning and employment, besides integrating women's concerns in each sector of economic activity. Its aim of accelerating the pace of development for women has not yet been visibly achieved. The need to sharpen the focus on women's issues.
In the context of mainstream development alive to international foces and effects, is becoming increasingly obvious.

Sixth Five Year Plan Targets

Education	1982-83	1987-88
% of total literate pop	15.0	48.0
% of total primary enrollment	32.0	37.4

	1982-83	1987-88
Education		
% of total secondary	25.1	27.0
% of total college/Univ.	30.0	30.0
% in vocational training	45.0	50.0
Health		
Trained TBAs (thousand)	15	45
Children immunized(million)	6	30
Infant mortality	100	60
Maternal deaths	6-8	4-6
Pop. Welf.Centres(number)	1003	1500
No. of births prevented	1.5(m)	2(m)
Employment		
% Remuneratively employed	8.9	12.5
% of civil services	2.0	5.0
Lady doctors	1330	4000
Lady health visitors	1940	4900
Nurses	5000	10000

Women Division's Pilot Project in Pakistan

Programmes and Services

1) Adult literacy

2) Training of women in handicrafts

3) Mother and child health services

4) Food and vegetable preservations

5) Vaterinary services

Co-ordinated services from all the related department.

6) Free legal aid centres/remise for women

7) Each member of Bar Council will also deal one legal case free of cost in a year.

Rehabilitation and training centres of the Social Welfare Department also provide for literacy services.

Teaching various trades and skill for economic independence.

In beggers home to eradicate begging all services and facilities are being provided along with training and rehabilitation.

Service for the children of hostels for working women.

Disability Prevention Treatment and Rehabilitation in Pakistan

The increasing demand of the disabled persons and the awareness of the Government and the NGOs with care, educational and training welfare and rehabilitation of the disabled persons has around the world concience to meet their needs and resolve their problems as their birth and as a equal citizens Pakistan is making great studies in the field of Social Welfare Department in field of the disability lot of advancements has been made during the previous decades.

The year 1981, which was declared a international year of Diabled Persons by the United Nations, has further motivated the government of Pakistan to undertake substantial programmes for the welfare and rehabilitation of the disabled. The Government, therefore, observed 1981 with disabled applications of concepts and practices of disability prevention and rehabilitations both in activities in the public sector. According to the satisfical formula of 1 in 10 persons as promoted in the United Nations there are about 8,378 million disabled in Pakistan. Statistics of the disabled in Pakistan are as follows:-

Table I. Populations of disabled persons Pakistan by province population census.

	(in million)
All Pakistan	83.782
Total Disable	8.378

Table II. Population of disabled in Pakistan census in 1981.

	(in million)				
	Total	Physically Disabled 20% 40%	Mentally Retarded 10% 30%	Blind	
Pakistan population:	83.782				
Disabled population in Pakistan	8.378	3.351	2.153	1.676	0.838

Table I

Population of Disabled Person in Pakistan by Sex and Area Population census in 1981

(in million)

Area	Total	Male (52.607%)	Female (45.393%)
All Pakistan population	83.782	44/075	39.707
Total disabled	8.378	4.407	3.971
Urban population 28.28%	2.359	1.246	1.123
Rural Population 17.72%	6.009	3.161	2.848

Non-Government Women Organizations

A large number of voluntary organizations (over 4000) exist in Pakistan at various levels. Many of these are organized by and for women. Most NGOs have a social welfare orientation. The government provides them supplementary grants-in-aid for health, literacy, skill training family planning, community development or other basic services projects. Some NGOs also focus on research, training and community organization also. The activities of most voluntary organizations are generally localized. Very few are technically of financially self sufficient. However, they provide supplementary and complementary support to government efforts to extend outreach and scope of activities.

The voluntary non-government women's organization in our country are achieving maximum success on the literacy from because they are increasingly shifting their activities from relief to development work and one in this way attacking the problem from this direction.

APWA, the Pakistan Women Association, Girl Guides Association, University Womens Organization and a host of other welfare organizations are making immense effrots with self less spirit of service enthusiasm and drive, and above all capacity for hard work in the face of heavy odds, has produced a climate and outlook which inspires hope. Grasping the two basic causes of the run-away growth of illiteracy in our country, i.e. rapid growth of population and failure of formal education, NGOs have adopted non-formal methods of education and setting up of literacy houses for combating the enormous illiteracy problems.

Teaching and learning are made more effective by providing them information about poultry forming health and nutrition programmes, vegetable growing, pickles, and preservation techniques, sewing and embroidery basket making and other skills related to light industry. NGOs are effectively trying for a radical transformation of the basic framework of life, because they are aware of the fact that illiteracy is directly lined with fundamental, social economic and political issues and conditions.

Non Government Women Organizations

The voluntary non-governmental women's organizations in our country are achieving maximum success on the literacy front because they are increasingly shifting their activities from relief to developmental work and one in this way attacking the problem from the sight direction.

APWA, the Pakistan Women Associations, Girl Guides Association, University Womens Organization and a host of other Welfare Organizations are making immense efforts with selfless spirit of service, enthusiasm and drive, and above all capacity for hardwork in the face of heavy odds, has produced a climate and outlook which inspires hope. Grasping the two basic causes of the run-away growth of illiteracy in our country, i.e. rapid growth of population and failure of formal education, NGO's have adopted non-formal methods of education and setting up of literacy houses for combating the enormous illiteracy problems.

Teaching and learning is made more effective by providing them information about soultry forming health and nutriation programmes, vegetable growing, pickles, and preservation techniques, sewing and embroidery, basket making and other skills related to light industry. NGO's are effectively trying for a radict transformation of the bvasic framework of life, because they are aware of the fact that literacy is directly lined with fundamental, social, economic and political issues and conditions.

PHILIPPINES

REFINEMENT AND MASS PRODUCTION OF ADAPTED AND TRANSLATED AJP MATERIALS: THE PHILIPPINE EXPERIENCE

During the Fifth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific held in Pune, India last November 9 - 18, 1987, the Resource Person from the Bureau of Nonformal Education (BNFE), Department of Education, Culture and Sports (DECS) submitted a proposal for the Philippine Foloow-up Activity focused on the refinement and mass production of nine AJP materials which were adapted in a three-phased workshop conducted in Manila from April to June 1987.

The need for further refinement of the adapted and translated materials was felt during the third phase of the 1987 Follow-up Activity, as a result of the intensive analysis of feedbacks from try-out respondents and the critiquing made by the guest consultant from ACCU. However, other program priorities of the BNFE for the remaining quarters of 1987 hindered the immediate holding of another activity to improve the materials. It was instead included in the BNFE program for the calendar year 1988.

This report summarizes our experiences in pursuing said plan.

Objectives

Our objective were as follows:

1. To further refine the adapted AJP materials
2. To mass produce the refined adapted AJP materials

Participation

The Production Team was composed of the following:

Chairman:	Dr. Estela Ll. Garcia - BNFE, Asst. Director
Vice-Chairman:	Dr. Mercedes M. Agpaoa - Asst. Chief, Progam Development Division (PDD)
Consultants:	Dr. Remigio P. Romulo - BNFE, Director

Dr. Magdalena E. Dugenia - Chief, Learning Resource Development Division (LRDD)

Mr. Lauro G. Gautista - Chief, Staff Development Division (SDD)

Instructional Media Specialists:

Miss Lourdes A. Arellano - Asst. Chief, Learning Resource Development Division (LRDD)

Mrs. Gloria P. Barrientos - Senior Educational Researcher, LRDD

Writers/Translators:

Filipino Verson

Mrs. Rosalinda G. Capinpin
Senior Educational Researcher, PDD

Miss Erlinda M. Santos
Senior Educational Researcher, SDD

Mrs. Bienvenida B. Ocular
Educational Researcher II, SDD

Ilocano Version

Mrs. Milagros C. Valles
Senior Educational Researcher
Office of the Director

Mr. Roberto L. Cervantes
Educational Researcher II, LRDD

Cebuano Version

Mrs. Generosa H. Monillas
Senior Educational Researcher, PDD

Dr. Henrietta B. Sumalbag
Senior Educational Researcher, PDD

Hiligaynon Version

Mr. Nestor L. Silubrico
Educational Researcher I, SDD

Mrs. Imaculada Bueno
Contractual

Maranao Version

Miss Lucy Lagon
Educational Researcher
Curriculum Development Division, BEE

Artists:

Mr. William A. Guittap
Office of the Director

Miss Minerva Favila, LRDD

Mr. Juan Acosta
Division of Pangasinan, Region I

Typists:

Mr. Narciso Bingayan
Office of the Director

Miss Maribel Mirador, PDD

Strategy

As early as the first week of March 1988, the Production Team convened to finalized work assigments and schedule to assess the amount of work to be done, and to clarify critiquing points. The rest of the month was spent in the final review and critiquing of the adapted and translated AJP materials.

Based on the improvements made on the English version of the materials, writers and translators for the five major Philippine languages revised and finalized the other versions. Total revision was made on the folder/booklet entitled "Household Tips" in order to suit its content to the needs of neo-literates in the rural areas. The text of this folder/booklet was adapted and adopted from existing reading materials for Filippino homeworkers, but its format was taken after that of ACCU's Useful and Simple Knowledge for Everyday Living.

Final editing, lay-outing and typing of the text of each materials started by the end of April. It was at this point that the Production Team decided not to print the poster entitled Prevent Illness, an adaptation of the original Sanitation in as much as it has been forwarded to ACCU in response to its call for National Versions of the AJP materials. This reduced the number of materials for printing to only eight.

In order to hasten the revision and finalization of graphic inputs to the materials, the Bureau hired the services of an artist-illustrator from the Division of Pangasinan, Region I. He is one of those trained in the series of regional level workshops on the preparation of materials for noe-literates from 1985-1986.

For the recording of the radio vision script entitled "Wastes Can Be Useful", the Bureau requested for the use of the facilities of INNOTECH, the SEAMEO Regional Center for Educational Innovation and Technology. Readers for the different versions of the script were two members of the Production Team, two INNOTECH Staff and two invited talents.

Printing of the materials was moved from May to June 1988 to late July until the end of September 1988 due to delayed release of funds.

The materials were printed in the following languages and number of copies:

National versions of AJP materials produced in 1988

TITLE AND TYPE	ENGLISH	FILIPINO	CEBUANO	ILOCANO	HILIGAYNON	MARANAO
1. Plant Trees (poster)	300	500	500	500	500	500
2. Electricity: A Friend or a Foe (poster)	300	500	500	500	500	500
3. Home Gardening for Pleasure and Profit (flipchart)	300	500	500	500	500	500
4. Water: Its Cycle and Uses (booklet)	300	500	500	500	500	500
5. Wastes Can Be Useful (flip-chart with accompanying audio tape)	100	300	300	300	300	300
6. Cooperation for Better Life (booklet)	100	300	300	300	300	300
7. In case of Emergencies (folder/ booklet)	300	500	500	500	500	500
8. Household Tips (folder/booklet)	100	300	300	300	300	300
TOTAL	1,800	3,400	3,400	3,400	3,400	3,400

Budget

The following is a report of disbursement of the first installment of ACCU's funding assistance amounting to US$900.00 or 18,385.10.

A. Honoraria of Participants in the National Follow-up Activity.....	13,800.00
B. Food (Snaks and Lunch during meetings and overtime work, etc.)	1,400.00
C. Supplies and Materials	2,000.00
D. Miscellaneous Expenses (Messengerial and other expenses related to the project)	1,185.10
TOTAL.....	18,385.10

The printing cost of 550,000.00 was shouldered by the Bureau of Nonformal Education. Reimbursement of travel and other expenses incurred during the follow-up activity will be taken from the second installment of the funding assistance.

Other Materials for Neo-literates

The other materials for neo-literates developed at a workshop held in Baguio City on May 16-25, 1988 were:

1. Four (4) booklets (each containing 10 lessons) for level I.
2. Three (3) booklets (each containing 10-11 lessons) for Level II.
3. Two (2) comics (each containing 5-6 stories) for level III.

The aforementioned materials were developed based on the literacy curriculum grid. Hopefully, these materials will be printed before the end of this year.

The Development of Literacy Curriculum Grid in the Philippines in Relation to APPEAL's Goal of Eradicating Illiteracy

In order to develop appropriate learning materials necessary to carry out effectively and systematically the literacy program in the Philippines, the Learning Resource Development Division (LRDD) of the Bureau of Nonformal Education, DECS, thought of developing a literacy curriculum grid. To put this idea into reality, LRDD immediately undertook series of activities towards the development of a literacy curriculum grid.

The initial activity was the holding of a Consultative Meeting on Literacy Curriculum Grid. This was conducted on April 19, 1988 and participated in by representatives from government and non-government agencies engaged in literacy program. The meeting was highlighted by sharing of agency experiences on literacy program implementation and the presentation of the Unesco Proposed Curriculum Grid for Literacy. The synthesis of the discussion and sharing follows:

1. Statements of agency objectives invariably relates to APPEAL's goal of eradication of illiteracy, however, without any specific time target. Objectives of literacy relate directly to improvement of quality of life of target clientele; that literacy is an indicator of quality of life.

2. Agencies have clearly idendtified literacy targets, e.g. cultural communities and rural poor.

3. Literacy learning groups are set up or through community organizations and by indigenous community leaders. Experience has shown that literacy classes will be kept going if the people themselves identify their needs and organize classes themselves.

4. Literacy is a component of the broader education program package of agencies and is integrated in functional concerns of people, like income generation, livelihood skills development, transfer of technologies/simplified science, civic education, etc. Experience has shown that literacy per se is not an attractive program.

5. Literacy content draws from a wide range of human interest areas - health and nutrition, income generation, government, history and politics, laws (indigenous and national laws), civics and citizenship, values and motivation of people.

6. Literacy education generally starts with the local language/vernacular and proceeds to Filipino and/or English.

7. Levels of literacy vary - starting basic literacy (3Rs) reading level; levels I to IV.

As an offshoot of the meeting a tentative curriculum grid for literacy was developed for level I (basic level), level II (middle level) and level III (self-learning level). The proposed grid (copy is enclosed) features the following content areas:

1) Family Life

2) Economics and Income

3) Health

4) Environment

5) Citizenship Training

6) Values Development

To validate the proposed curriculum grid, survey questionnaires were prepared to determine whether the topics/contents in the grid addressed real concerns/problems, what topic was missed or included but should not be included.

The questionnaires together with copies of the Proposed Curriculum Grid for Functional Literacy were sent to 233 respondents throughout the country in July, 1988. Of the 233 respondents, 15 were program professionals, 82 were porgram planners composed of administrators and supervisors and 136 were service deliverers/providers comprising the District NFE Coordinators. Early feedbacks from the retrieved questionnaires show that the majority of the respondents agreed that the content areas in the curriculum grid addressed real concerns and problems. There were significant suggestions, too, that will be considered in the final revision of the grid.

The LRDD staff is currently engaged in the development of concepts and key messages based on the perceived needs of the target clientele for each content area in the curriculum grid. When completed, the concepts and key messages shall be validated. Survey questionnaires shall be prepared to determine if the concepts/messages developed are those that should be taught/communicated to NFE clientele. After the validation, the messages shall be used as the bases for the development of appropriate learning materials suited to the literacy level of the clientele.

Literacy Education for Women

Literacy education for women in the Philippines is within the sphere of responsibility of the education system, both formal and nonformal. However, the private sector is also actively involved in providing services to women, especially the poor, the widow, the unwed mother, the illiterate, and the victim of calamities or conflicts. Both government and private efforts have been directed toward raising the consciousness of women to their rights at home, at work and in the community. Listed below are the projects and activities aimed at the atainment of a literate female population, productive and useful to the country.

1. Project "Magbassa Kita"

   Adult illiterate women in the Muslim regions of the country

2. Functional Literacy

   Out-of-school youth and adults, including women, in the nonformal

education centers in the 14 regions of the country

3. People School System
   Adult Literacy Program

   Values development, literacy training, civic education for women in Cavite province

4. Functional Literacy
   for Samal and Badjao Women

   Community organization for improvement of literacy, health and livelihood skills development of Samal and Badjao women

5. Functional Literacy
   Basic Literacy
   Adult Literacy
   Social Literacy

   Igorot migrant families training on citizenship, indigeous political, customs and traditions, rights of individuals, health and sanitation, etc. sponsored by the Development Agencies for traibes in the Cordilleras

6. Literacy and Livelihood
   Skills Training for
   Resettled Families
   in Cavit

   Philippine Women's University Corporation (UNICOR)

7. Adult and Community Education

   La concordia Development Center, La Concordia College, Manila

8. Others sponsored by:

   a) Mother Rosa Foundation Literacy Program

      Cordillera Administarative Region

   b) Summer Institute of Linguistics
      Literacy Education

      SIL, Quezon City

   c) Asian Social Institue Literacy and Livelihood Program

      Metro Manila

   d) Philippine Association of University Women's Reading Program

      Metro Manila and other regions

THAILAND

RECENT SITUATION OF LITERACY EDUCATION

The Latest Situation and the AJP Materials

The Ministry of Education in Thailand has developed many kinds of media to help people in the rural areas to maintain their knowledge of reading and writing Thai language.

These different media will enable people with basic educational background to keep up with the Thai language. We have produced books, booklets, pamphlets, posters, educational games, and other helpful materials such as electronic media materials. The AJP also supported us to produce two media. One is a book named "Guidebook for Development and Production of Materials for Neo-Literates" and a painting named "Let's Plant Trees".

The "Guidebook for Development and Production of Materials for Neo-Literates" tells us how to produce media suitable for Neo-Literates, how to use these media, what the idea of the media should be and before producing these media we must know the people who will use them. The painting "Let's Plant Trees" tells us, if you don't plant trees again after cutting, disaster may occur.

Moveover, the Ministry of Education has several projects to help these people. We have built several reading centres in different villages to provide them a place to learn.

For over 30 years now, we have done our best to help them read and write as fast as they can and we have the intention to achieve this goal by the year 2000. In addition, we have developed more projects to lessen the number of illiteracy in Thailand. The latest project we have is "The Quality of Life Promotion" which has an objective to help these people maintain reading and writing. It is a porject that follows the Reading Campaign Project.

It has been in operation for two years now and we have been trying to spread this project all over the country in order to get more people to participate. It will also help them improve their quality of life. The objectives of this project are:-

- First, to provide the rural people with information and knowledge necessary to their living conditions and problems.

- Second, it will encourage them to plan to solve problems arising in their community and induce help for individual and community development.

- The final objective is to promote literacy skills of neo-literates and also out-of school group who finished Grade 4.

The participants will form into groups for reading and writing and also discussing occupational development and community development as a whole.

Literacy Education for Women

During the year 1988-1989, the Department of Non-formal Education will try out non-formal education for women in some areas. The learners must be between 12 and 25 years old with primary education equivalent or below who are unemployed or performing unsuitable jobs or getting paid below the National Minimum Wage Scale.

The participants will obtain knowledge and basic skills necessary for their occupations as well as vocational skills as required.

The projects for the non-formal education for women are "The Literacy Campaign Project" and "The Functional Literacy Programme".

The objectives of this non-formal education for women are to help them improve their living conditions; to let them understand the importance of education; to provide them a chance to develop their own way of living especially their health and nutrition problems and to help them read and write.

By this year (1988) 60% of women all over the country especially from the rural areas are taking the non-formal education.

Printed materials in this year want to educate these women about nutrition, pregnancy, the role of out-of-law wives, ane the rights of the workers to have a fair wage.

Eradication of Illiteracy

The Asia-Pacific Programme of Education for All (APPEAL and the Department of Non-Formal Education have done many activities to help eradicate illiteracy in the country. Also, the Department of Formal Education has extended its help to persuade children to attend compulsory education.

The Literacy Campaign Porject was developed to help rural people improve their ability to read and write. The Functional Literacy Programme is composed of Classroom type, Walking teacher type, College student type, Buddhist Monk type, Hilltribes and Military Recruites. This activity will provide them with further education.

We also have the Radio-Correspondence Programme which will help people who have no time to go to class listen from the radio. Lastly, we have news and information to supply them with up-to-date news for self-improvement and adaptation of their ways of living.

The Department's Programmes in these categories are:

1. Village Reading Centres
2. Public and Mobile Libraries
3. Mobile Audio - Visual Units
4. Radio - Correspondence Programmes
5. Mobile Exhibition Units
6. Science Museum
7. Educational Radio Programmes
8. Educational Television Programmes

The village reading centres are set up by the committee of each village. The government distributes two newspapers per day and the Department of Non-Formal Education provides these reading centres with books, leaflets, wall newspapers, posters, and other reading materials donated by the Thai people. These reading centres also serve as community centres for community meetings and discussions.

The public and Mobile Libraries motivates people to love reading. Boxes of books are sent to each village chief and the learners can borrow the books anytime.

The Mobile Audio-Visual Units provide them an opportunity to watch Thai movies, science education films, and documentary films such as population education. Big trucks carry audio-visual equipment to each village and gather people to watch the films.

Literacy Materials

Title: To Protect Better Than to Cure

Purpose: Though the baby is healthy, don't forget to bring it to see the doctor as ordered.

Content: Boonrotd and Thongmuan had their first baby. The doctor recommended them that when the baby was two months old they must bring it to the doctor for vaccinations, but they didn't obey because they must do their work, they have no time and they thought that it wasn't necessary. At last their child had a bad cough. The doctor said that if they went to see the doctor as ordered their child would not be like this in the last page there is a time-table for baby's vaccinations.

Title: Our Dear Children

Purpose: To give knowledge about children's nutrition

Content: Kularb and Sawang had two children. Kularb gave her children breast milk at night only, and at day time she gave them condensed milk. The older son liked to eat rice and sugar only. Both children were not strong, so the doctor advised her about nutritious food for the children.

Title: Boonpa in the City

Purpose: There is no place like home.

Content: Boonpa was born in the village but she didn't want to be a farmer, she wanted to go to work in Bangkok. At last she had a chance to go to Bangkok and was a servant in someone's house. She had many problems because she didn't know how to use electrical appliances. She and her friend who worked in the factory wanted to go back home. Finally, she went back and married Tongbai who lived in the same village.

Title: Out of Law Wife

Purpose: Everybody who married must register

Contents: Mali married Gorn but they didn't register. More than one year passed Mali got pregnant and Gorn took another wife.
Mali returned to her family, after she had given birth Mali's father asked Gorn to give some property to the baby but Gorn didn't accept the baby.
This case is an example for women who must register when they get married because a ceremony can't help anything.

Title: For the New Life

Purpose: How to take care of yourself while you are pregnant.

Contents: Three months after Ma married Noi, Noi became pregnant. At first, she didn't dare to eat good food, she feared that the baby would become very big. The health-woman told her that she must eat nutritious food for her and the baby's health, and she must go to see the doctor before she gives birth for her and the baby's safety.

Title: Working in a Factory

Purpose: To educate factory workers of their basic right at their workplace.

Contents: Plearn, a 17 years old girl, working in a factory injured herself by accident. Her employer did not pay any damages and wanted to take her out of hospital. The doctor contacted the social welfare department and took care of Plearn, educated her about her rights as an employee and assisted her in receiving her salary and compensation.

Printed: Feb. 88

Quantity: 10,000 copies

Producing Organ: Non-Formal Ed. Dept.

Utilization: The books are sent to the village reading centres throughout the country, and to the "Group Leaders" under the quality of life promotion project. Villagers can choose from the many different copies concerning their problems and read them at the centres or take them home for reading.

Evaluation: The Non-Formal Education Department has produced a questionnaire on the books which will be used to improve them and modify outdated subjects.

Response: Through the questionnaire we received a very positive response to the books and requests of some topics with up-to-date methods for use in the field of agricultrue.

Material Produced Under AJP's Contract

A. "Guidebook for Development and Production of Materials for Neo-Literates"

Purpose: For the education to use as a guide book for producing materials for neo-literates.

Contents:

I. Principles of printing and the materials for neo-literacies.

Chapter 1: The importance and good characteristics of the printings for neo-literates:

- The needs of printings for neo-literates
- Kinds of neo-literates
- The importance of printings for neo-literates
- The necessity of this guide-book
- The behaviour of the study of neo-literates
- Characteristic of printings and other materials for neo-literates

Chapter 2: Theory of making media for neo-literates

- The objectives of media
- Technique of producing media
- Scope of content in media
- How to use the media
- Technique of training the writer and the illustrator

II. Producing Media for Neo-literates Development

Chapter 1: The necessary data in Producing Media

- The objectives of surveying the target group's needs
- How to survey
- How to group data
- Choose the materials for production

Chapter 2: Choose the story and form of media

Chapter 3: the process of development of media

- Printing media
- Non-printing media
- Electronic media
- Games

Chapter 4: Production of materials

- Proof
- Design
- Printing
- Effective Mono-chrome printing

Chapter 5: Selection of materials

III. Usage of Materials

Chapter 1: Management, dissemination and using materials

Chapter 2: Evaluate materials

B. The painting "Let's Plant Trees"

VIETNAM

LITERACY AND PRODUCTION OF LITERACY FOLLOW-UP MATERIALS

Over recent years, our government and people have persisted in literacy and received considerable achievements. However, due to economic difficulties, a large number of children are not subject to universalization of primary education and in the mountainous districts, it goes up to over 40% and many who do not frequently practice their skills in writing and reading have more often than not relapsed into illiteracy. At present, according to some experts' estimates, over 8 million people in our country remain illiterate (over 60% among them women). What is particular of the illiterates is that those in the rural areas, in the out-of-the-way regions and in the mountain make up a majority.

From our practical experience, we have come to realize that to achieve radical literacy there should be a flexible combination of various measures in which special attention should be paid to.

- Strict combination of adult literacy with universalization of primary eduction of children; and

- Provision of proper materials for the neo-literates' further practice of reading, writing and arithmetic calculations, thus warding off their possible relapse into illiteracy.

In this way, we find that UNESCO's APPEAL with its 3 components of literacy, universal primary education and provision of continuing education, and ACCU's activities in the guidance of production and dissemination of literacy follow-up materials among neo-literates in the countries of the region are of great help to us in specifying orientations and conducting operations in the field of literacy.

In response to APPEAL, in March 1988, Vietnam held 2 national workshops in Hanoi and in Ho Chi Minh City on literacy and universal primary education under UNESCO financial support. And the Ministry of Education of Vietnam already initiated a 3-year plan (1987-1990) with specific norms and measures correspondents to 3 APPEAL components to further promote literacy and universal primary education in Vietnam.

In June 1988, with the direct assistance of ACCU's international Mobile Team, Vitenam held a National Training Workshop on Preparation of Literacy Follow-up Materials for Neo-literates. At this workshop, the Vietnamese participants togheher with their international experts produced some prototype materials of the following 3 groups:

- Booklet: Feeding babies, Planting trees to re-green the hills;
- Posters; Cultivation of the winter-maize with high yield, How to breast-feed your body, and Keeping hogs in pigpens;
- Audio-visual aid: Preventing summer diseases.

Through the course of the Workshops, reviewing the production and dissemination of literacy follow-up materials in the country over recent years, we have highlighted the following points:

1. Proper materials for neo-literates are very necessary:

In its third content, the Ministry of Education 3-year plan (1987-1990) reads: "Efforts should be made to conduct further trials and gradual expansion of the formation of the courses on specialized subjects in general culture, science and technology in effective service of social life and production, thus consolidating and developing the neo-literates' skills in reading, writing and arithmetic operation. Hence, courses on specialized subjects have been spread to the rural areas in Vitenam, particularly in the provinces of Thai Binh, Ha Nam Nihn, Hanoi, Bac Thai... However, this type of courses is still facing with a special difficulty in its syllabuses. The Ministry has, in cooperation with Thai Binh Province, published thousands of manuals for these courses, but these are sufficient only for instructors. And in general terms, they have been found to be too lengthy, too wordy, complicated in contents, of poor printing quality, and lacking in attractive illustrations and pictures.

The other services such as agriculture, public health, hydraulics have also published in posters, leaflets and booklets to disseminate the fundamentals in relation to social life and techniques of production (e.g. Keeping hygiene in summer, Cultivating the winter-maize, Breeding hogs....) However these printed matters are of small numbers and some of them are found incompatible with the

targets (some posters without words, or too wordy, or too difficult to understand). This is the reason whey they are not attractive to the recipients.

Producing proper materials for courses on specialized subjects and for literates and would be neo-literates in the millions is really one of our urgent tasks.

2. The contents of the materials should be rich and diversified, closely related to realities of social life, satisfying the demands of the learners. Their forms should be nice-looking, and their word-and-picture-systems should be harmonious and compatible with the learners' understanding. They should be easy for handling and dissemination, and economical for production and publication.

On the basis of the above-mentioned perception, the socio-economic programmes of the state and the precious assistance of ACCU, the Ministry of Vietnam has, in recent years, made coordinations with some localities in preparation and production of booklets (e.g. Raise your family-income; Mr. Khat), leaflets (e.g. VAC-orchard, pond and pig-pen; Mrs. Nam's worries), some slides and scripts on educational topics (e.g. the diaphragm, The son). Some of ACCU's prototype materials have been re-arranged to fit the rural conditions of Vietnam: Use of Gas from Daily Wates (booklet); Charcoal Water Filter (poster), A Clean Home (booklet). Nevertheless, most of the paper-supplies of the state to the Education Publishing House must be concentrated on the printing off textbooks for general education, and hence the materials for adult education are only under rough printing, of small numbers, chiefly for courses on specialized subjects.

Next year, on the basis of the programme of socio-economic development of the state, with the experience drawn from ACCU Workshops and ACCU financial support, we plan to produce materials in the following fields: Health and Nutrition, Population and Family Planning, Food and Agriculture, Forestry, Education, Environment and Housing, Social Service, Civic Education. However, we should pay special attention to the effectiveness of the materials. Therefore, we should attach more importance to re-arranging and disseminating on a large scale the materials available in hand, first and foremost the ACCU materials.

5. Resource Person's Paper

Towards a Literate and Learning Society -Malaysian Experience on APPEAL

Mohamad Noh Bidin
Assistant Director
Planning and Research Division,
Ministry of Education
MALYSIA

This paper is an attempt to highlight rather briefly our development and achievements in th three related areas of Literacy programme - namely the eradication of illiteracy, the universalization of primary education and continuing education. To provoke your minds, I will also touch on a few pertinent issues that are relevant to the planning of a literate and learning society. I am quite sure that some of the problems that we encountered are not unfamiliar to you as probably you have encountered the same problems before.

Eradication of Illiteracy

Illiteracy is a scourge to humanity and it is the duty and commitment of every national to wipe it out from the face of this earth. The combat against illiteracy in Malaysia began long before the country achieved independence in 1975. However, understandably the fight against illiteracy was not done in earnest. It is not surprising that the Statistics Department in 1957 revealed in its Population Census that only 49% of the population were literates and that about 75% of the population could not read or write in the national language which is Malay - Bahasa Malaysia as it is known today.

Upon achieving independence the national government was very much concerned with the large number of illiterates and disappointed that most of the citizens were ignorant in the national language. At this time education was accepted as one of the fundamental rights of a citizen and to this effect the Government was committed to extend this right to every citizen through a massive programme of adult education and to organise classes to teach the national language to the illiterates who were unfamiliar with the Roman Script.

The campaign against illiteracy was a mammoth task for a new emerging country. It lacked an effective organization and on an equally efficient mechanism to implement the campaign against illiteracy. It also lacked finance, manpower, infrastructure and most important of all experience.

In 1961 the Govenment set up a special agency called the Adult Education Division in the Ministry of National and Rural Development to plan, implement and monitor a programme specially designed to eradicate illiteracy. The literacy programme was to become an important part of a grand strategy to develop the rural areas. Education was crucial in bring out changes among the rural people and to prepare them for the eventual social changes that would take place.

The strategy adopted was a three phased programme. The first phase was to give basic skills of the 3Rs, while the second phase was to orientate the people of the benefits to be derived from the Government rural projects and the last phase was to provide them with vocational skills that would enhance their socio-economic status.

Financially the country was stable and a generous slice was apportioned to education and rural development. Classes were set up in almost every village. There was a close collaboration from the MOE which provided the classrooms and the teachers. The Department of Information and the Department

of Broadcasting provided the necessary publicity to the public of the importance of education and development that would enhance self-improvement and self-reliance. The campaign was a great success and between 1961 to 1967 about 12,000 classes were set up and these classes were attended by about 250,000 people yearly.

In 1963 Malaysia was formed as a result of the amalgamation of Singapore, Sabah and Sarawak with the Federation of Malaya. The campaign agianst illiteracy was accordingly extended to the states of Sabah and Sarawak as these two states had a low literacy rate.

By 1974 the Adult Education Programme in the form of Roman Script and National Language classes were discontinued in Peninsular Malaysia as the objectives of extending basic education to the adult illiterates were already achieved. However, literacy programmes in Sabah and Sarawak were not only continued but were intensified.

The Adult Education Programme was substituted by another programme called the Functional Literacy Programme. This programme was actually introduced into Asia in 1964 at a meeting of Asian Education Ministers in Iran. In its essence the FLP is the hormanious combination of elements from both the basic eduation and the world of work. In practical terms a participant of this programme would be given the necessary dosage of basic education as well as vocational training to upgrade their occupational expertise.

By 1970 the label of Adult Education was no longer appropriate to its nomenclature as its functions and responsibilities were enlarged. It transformed itself into KEMAS or Community Development Division. Though literacy programme was still dominant, KEMAS objectives were far more reaching and challenging.

Universalization of Primary Education

Following the KARACHI DECLARATION of 1960 nations of the Asia Pacific region including Malaysia began to give serious attention to the issue of extending primary education to every school going age child. As far back as 1957 with the legislation of the Education Ordinance, the Federation of Malaya was committed to extend education to as many children as possible. However, it was only in 1960 when a REVIEW Committee on Education recommended several proposals that would result in a truly democratization of education and led towards full universalization of primary education. The main proposals of the Review Committee were incorporatd into the Education Act of 1961. The major changes under this Act were:

(i) Free primary education for the first six years

(ii) Automatic promotion from grade 1 to grade 9

(iii) The continuation of a common curriculum for all types of primary school

(iv) The continuation of vernacular primary schools i.e. National, Chinese and Tamil primary schools

The provision of free education, the implementation of automatic promotion and the assurance that primary education would be given in the three main mother tongues boosted the enrollment of children at the primary level. By 1970 enrollment for the entire primary level was about 90% of the age cohort. Entry at Grade One was quite high at around 95% but somehow there was also a high attrition rate. The large number of dropouts was a problem to MOE and the Ministry commissioned a study to find out the extend and the causes of educational wastage and also to formulate a policy directed towards the reduction of wastage and to institutionalise changes that would improve the educational changes of the disadvantaged group.

The Dropout Study revealed many unpleasant facts that led to high attrition rates. Among the causes were poverty, lack of motivation, negative attitude of the parents and the poor administration of the schools.

To redress the high incidence of dropouts, the Government decided to implement the following programmes:

(i) The Applied Nutrition Project and the Supplementary Feeding Programme

Studies pointed out that because of poverty between 15 to 20 percent of primary school children attended schools without the first meal and this affected learning in the classrooms. Under the ANP and SFP children from depressed areas were given free meals daily.

(ii) Text Book Loan

The dropout study revealed that because of poverty, parents could not purchase text books. The Government decided to give free text books to children on a loan basis. Originally every child was entitled to get free text books on loan but the eligibility criteria has been changed and now eligibility is based on parental income and family size.

(iii) Education Media Service

Every school was provided with a radio and TV set to enhance learning in the classrooms. Both sets were not meant to replace the teachers but merely to present lessons that would not be possible under the normal class situations. Teaching through distance learning was further enhanced with the use of VCR.

(iv) Increased Financial Grants to Rural Schools

The dropout study revealed that there was an imbalance of treatment in the distribution of resource between rural and urban schools. The rural school because of the low enrollment received less grants as grants were based on per-head basis. The grants were revised to benefit the rural schools.

The four programmes launched by the Government increased primary school enrollment and reduced attrition. The primary school enrollment is covering around 97 percent and efforts will not be spared to further increase the enrollment of almost 100

percent.

The Government is very much concerned about the quality of education given to the children. Several programmes were launched to achieve a reasonably high quality of education. The programmes are:

(i) Better training and facilities for teachers. The training period of teacher education has been increased from 2 to 2 1/2 years.

(ii) Increased emphasis is given to resource centres as a centre for teachers to improve their teaching and pupils' learning.

(iii) Headmasters and senior teachers have to attend courses to imrpove their administration. For this purpose a training institute designed to serve practicing teachers was set up to provide training and new experience to the headmasters and senior teachers.

(iv) A new Primary School Curriculum was designed and implemented in 1983. The new curriculum is designed to check illiteracy as its fundamental basis is to stress on the 3Rs. It is also designed to provide an overall development of the child, to provide positive experience and a balanced development intellectually, spiritually and physically. It will also provide opportunities for remedial work and enrichment programme.

With all the programmes currently being implemented, it is envisaged that the quality of education will be further enhanced and that enrollment rate will further improve. It is an accepted fact that if education through the formal system is of high standard, then the number of dropouts joining the literacy classes at the other end will be drastically reduced.

Continuing Edcuation

The definition of continuing educaion causes a lot of confusion as a lot of us do not know exactly where it begins and at what point it ends. In the Malaysian context, a loose definition would be 'education after school' and education that follows after formal schooling. To avoid a long discussion on the parameters of continuing education, this paper will only touch on the programmes implemented by the various government agencies with regard to the education and training of adults and out-of-school youths.

I must stress here that in Malaysia at present there is a strong post secondary education provided by the government and the private sector. There are numerous technical and vocational colleges and institutions that provide courses on vocational, technical and commercial subjects. Private institutions have also introduced programmes that cater for the needs of students who wish to study in foreign universities. They have introduced split degree programmes through the twinning of a local institutions with that of foreign universities.

Continuing education is given at two varying levels. The first level is a programme designed to support current literacy programmes so that the new literates will not relapse into the world of illiteracy. Under this programme are activities which relate to functional literacy and income generating projects. The second level of continuing education will seek to reinforce the cultivation of knowledge and skills acquired through formal schooling. The many programmes conducted by the various agencies to enhance and upgrade skills among school leavers waiting for employment come under this category. The training and exposure they receive is directly related to the world of work and employment.

Continuing education is also seen as an important tool or vehicle towards national development especially in the context of community and human resources development. National development cannot be realized if the people are not ready or are not prepared to participate or be involved in its process. The Government is committed to modernize and transform the people from their traditional mould into modern and progressive workers and artisans. Towards this direction the Government is preparing for the changing by orienting them to possess positive attributes of a new working culture and to give relevant training related to the type of manpower and resources needed.

The main targets of continuing education are the adults, both males and females and out of school youths. The training for adults are mostly related to their profession or in the retraining of new skills for displaced persons. The out-of-schools youths do not possess skills and the necessary experience for employment. The formal system only provide them with general education and this is not enough to get employment. They must be trained to be employable.

Some Current Issues on Literacy and Post-Literacy Programmes

1. A lot of attention is being given to the issue of illiteracy. In the Malaysian context, literacy rate is put at 75% based on the Population Census conducted by the Statistices Department. This means that about 25% of those above the age of 10 are illiterates. It is estimated that about 2 million Malaysians are still illiterates or at best semi-literates. It is further estimated that about half of the illiterates are past 45 years old and are no longer mentally active or receptive to basic education.

But what about the other one million illiterates? Who are they and where are they located? Are the present programmes of eradicating illiteracy sufficient to ensure that they will be literate by the year 2000? We must find answers to these very basic questions.

2. What is the measurement used to separate the literates from the illiterates? In many countries there is no standard measurement or yard stick to determine literacy. In Malaysia there are several indicators such as ability to read a notice or write a simple letter, ability to read the printed letters in the newspapers, etc. Are we satified with the criteria adopted?

3. In this modern time of computers and high-

technology, we cannot escape from the world of computers and computer assisted operations. There are still many adults that shy away from using computer or computer assisted operations due to ignorance and perhaps resistence to change. It is timely that adults and youths be exposed to computer applications so that we have a computer literate society.

4. Reading used to be a favourite past time of the educated or an literate person. Printed literature provides everything that one needs to know. However, in the process of modernization the habit and culture or reading either for information or the sake of knowledge is slowly but surely diminishing. Computers and high-technology appliances provide us with the information that we need. We do not need to read a novel as it is all recorded in the cassette tapes. There are even 'smart cards' that take care of our accounting needs. The question is will these new inventions replace reading, writing and numeracy skills. On a brighter side, we can perhaps see computers as out ally; we can exploit computers to our benefit.

Literacy Education for Women in the Context of National Development

Lingadevalu Halemane
Executive Director
State Resource Centre, Mysore
INDIA

1. Background

' National Policy on Education 1986' of India has clearly come out on removal of existing sex disparities between men and women and gave a call to equalise educational opportunities for all without any discrimination. Education being an aid for socio-cultural change will be an effective instrument to bring change in status of women.

The National Planning Committee which was set up soon after the Indian independence under the chairmanship of Pandit Jawaharlal Nehru (Bombay 1947) has come out with a vision of a strong developed nation is very much evident in the 'status' and 'role' one accords to the women in the planned economy. The Committee further observed that "we would like to displace the picture so deeply impressed upon the racial imagination of man standing forward to conquer new worlds, woman following wearily behind with a baby in her arms. The picture which we now envisage is that of man and woman comrades of the road, going forward together, the child joyously shared by both. Such a reality we feel cannot but raise the manhood and womanhood of any nation".

The above objective of the National Planning Committee shows how much importance has been given towards the role of a woman in the planned economy of the country. It is more of supportive and additive than replacive. Although much importance has been given by planners to the employment of women in the context of National Development much significant has not been achieved. It is more so especially in the filed of Education. It is believed that education frees all bondages and enable the women to realise her responsibilities. But the shadow has fallen between many areas ripping apart people which resulted in discriminating men-women, rich-poor; rural-urban etc. In the whole act of climax and anti-climax of these tensions where do our women stand in the great task of national development? What is the status of woman world over? How is the participating in social, economic, education, legal, moral and political spheres of life? How far literacy play an important role in bringing equal status and opportunity in her life? These are some of the questions yet to find satisfactory answer.

2. Literacy for Women

To make the total population literate, huge financial resources are required. If by chance, they are not available then - "to insure good mothers, there must be the means of a good education provided for young girls. Better leave the boys of a generation without learning than the girls, if once sex must be doomed to ignorance, because if you teach a woman, you found a school". (Tom Mboza) This statement shows the importance of female education in upbringing the whole posterity of the nation. The recent evaluation in India shows the following progress of female literacy in the context of national development.

1) The enrollment of primary school children is increased.

2) Infant mortality is reduced.

3) Success in child care and immunisation.

4) Reduction in child birth and adoption of small family norms.

5) Increase in self-confidence and development of personality.

These achievements are considerable ones and their contribution in national development has a major role to play.

Literacy is no longer restricted to its traditional sense, wherein the decipherof the printed words was the main activity. The concept of literacy has been expanded beyond merely reading and writing giving emphasis to the role and function of the individuals. The 1965 Tehran Conference of World Education Ministers have accepted awareness and functionality components in addition to literacy which enables the literate to achieve skills, knowledge, understanding, attitudes and interests in a wider context to the goals of life. It creates interests and generates meaningful activities in the life. Woman generally do not want to waste her valuable time unless it supplements some additional benefits to her or to her family. She is more 'community sensed' than her counterpart. More over the attitude of woman towards literacy programme is not encourageable. Unless she finds some incentive in the whole activity of literacy she develops a negative attitude towards the whole programme. Hence, 'motivation' is another major problem to be carefully tackled. In order to overcome the inhibitions developed by woman towards literacy proper motivation, relevant content curriculum, vocational training, awareness

driven by educated women, active participation of voluntary organizations and involvement of society with a missionary zeal is very much needed.

3. Motivation

How to mobilise the woman power towards conscientization through literacy programme is one of the major issues to be discussed. There are many problems which causes concern to motivation of women's education. They are:

3.1 Socio-economic problems

3.2 Educational facilities problems

3.3 Grass root level problems

3.1: Socio-economic problems emanated out of widespread oppression and poverty, inadequately devised and operated policie of the Government and lack of people's participation and cooperation with the Government and low status of woman. Most of the time the policy failed to promote dignity of labour, positive valued and social consciousness.

3.2: The women's motivation is also married due to lack of adequate educational facilities, lack of sufficient educators and effective teaching-learning materials and methodology and lack of need based approach. It is reality in India that the woman educators are not available in all required places. Even if they are available, most of them are not highly motivated and committed to their work. Their attitude is not positive and they are not adequately skilled.

3.3: Need based approach is an world over recommendation made by prominent educators. This approach always aim at the felt need of the community and motivates and the people. Motivation is a goal directed behaviour. A very successful Antigonish movement justifies economic approach in Adult Education saying that (i) the people are concerned with economic needs and today they are the most pressing one (ii) economic security is basic for realisation of other human potentially (iii) economic approach is rational and psychological sound (Boavida Coutinho).

4. Functional Approach

Functional approach to eradicate illiteracy would be:

1) Selective in contrast to traditional literacy which is a societal mission.

2) It msut be intensive in order to enable the learner to retain skills, knowledge and attitude.

3) It should be flexible to adopt to individual and community needs.

4) It is accountable to the diversity of environmental situation and socio-economic objectives.

Apart from the above menitioned major aspects, women's literacy needs the attention of following areas which has direct bearing upon her day to day life. The knowledge about health, nutrition, democratic participations, rights and duties etc, is not properly imparted to her. Work oriented curriculum planning has to be specially designed for this purpose. The problems of urban woman and the problems of rural woman needs separate treatment. Slum dwelling women in urban area lives in much more complex structure where she has to face lots of social evils, heath hazards with under paid economic resources. In such cases, vocational training, skill oriented jobs etc, of greater help to her. In contrast to the problems faced by slum dwelling women, the rural woman faces different kinds of problems. First and foremost problem is that she is not deserved to be a potential subject to undertake education. The prevailing conservatism, superstitions, male chauvanism, non-availability of proper educational facility etc. acts stumble blocks in her away to acquire literacy. Even if she is allowed to go to school, she will not be allowed to achieve the high level of literacy competence. Her educational carrier finds an abortive end. In such cases, Adult Education, Non-formal Education and Vocational Training should be in a position to fill in the gaps ably.

In most of the under-developing countries, women is caught between the existing feudal values and the introduction of capitalist and technological products. This transitory period has to be sailed safely only through the proper introduction of literacy programme. But care has to be taken draw the content curriculum according to the requirements of the community. Uniform content curriculum in literacy programme do not applicable to all situations. For example propogation of 'small family norm' concept do not hold good to the tribal community, unless they are first made aware of health and hygiene and other social aspects. The ratio of infant mortality is more with the tribes due to health hazards. Most of the tribes are becoming extinct gradually. In such cases, adoption of small family norm proves to be more fatal to the whole community.

Keeping in view the above problems, literacy of women in the context of national development has to be viewed differently. "Woman" do not consists a single individual. She rather divides hereself with the background of socio-economic and geographical nature. Rural women, urban women, tribal women are the major subjects need to be given more importance.

While talking of literacy, one need to take consideration of the importance of orality. Although literacy is different from orality, it is not superior. Modernisation or development is always linked with growth in productivity which should be seen with different perspective. The folk tradition has to be made use of for creating awareness to develop literacy skills.

5. Suggestion

1) Extensive propoganda to overcome superstitions and active participation of women in developmental activities.

2) Problems of women should not be tackled

separately. They should be seen along with the problems of men.

3) They should be made aware of their constitutional right and duties.

4) Women literacy programme should not become a government programme. It should become the voice of the poeople.

5) Proper training and teaching-learning materials should be provided.

6) Developmental Programmes should cater to the requirement of the literacy demands of the women.

Field Survey, Preparation and Field Testing of Neo-Literate Materials

Maman Suherman
Director
National Training and
Resource Centre (BPKB) Jayagiri,
INDONESIA

Introduction

It is no doubt that learning materials for neo-literates are absolutely important as can be seen from the objectives of the learning materials, themselves. As we know the development of learning materials for neo-literates has the following objectives :

1. To prevent a lapse back into illiteracy
2. To bring the literacy of the neo-literates to the independent learner level
3. Improvement of economic skills
4. Access to information
5. Development of critical awareness
6. Formation of rational and scientific attitudes
7. Orientation toward values, desirable attitude and action
8. Provision for entertainment

Experience and studies in the countries in the region show that neo-literates become illiterate again after some time if they do not get a chance to practice their literacy skills through reading and writing. Communication experts have found that there are inherent problems involved in receiving information over the media. People retain only 20 percent of what they hear and only 50 percent of what they see and hear (Media Asia, 1974). Illiteracy in fact supports the spread of misinformation since messages have been known to get distorted anywhere from 29 to 57 per cent depending upon the complexity of the message when handled by illiterates (Singh, 1973). This means that extention workers have to go back to participants again and again even to make minor adjustments in the initial message or to remove distortions.

Media use does not contribute to person becoming independent consumers of information. On the contrary, listeners and viewers become further dependent upon outside sources of information. Finally the listener and the viewer has no control over electronic media. Printed media are much more amendable to user control than are radio or T.V. A community based rural newspaper is much more easily possible than participative radio or participative T.V. programmes. Electronic media combined with printed media have been found more effective.

Developing learning materials for neo-literates should use planned and organized approach and deny presumptive and unsystematic approach. Using planned and organized approach meaning we should follow at least 14 steps as shown below :

1. Community study
2. Selection of priority needs
3. Topic selection
4. Contents arrangement
5. Script preparation
6. Illustration
7. Editing
8. Finalization of title and captions
9. Field-testing
10. Revision
11. Mass production
12. Distribution
13. Utilization
14. Evaluation

1. Community Study

The first step in developing learning materials is community study. In the community study we identify community problems and needs to gain data of priority needs of the people and use it for contents arrangement of the learning materials.

In the presumptive and unsystematic approach materials for neo-literates are produced based on a presumptive approach. It presumes that the writers/producers of these materials know through their own instincts or intuition what is good for the target neo-literates without really getting to know them and without making an objective community study of the socio-economic and cultural factors which operate in their lives.

As mentioned above the first step in development and production of materials for neo-literates is to collect and analyze the data concerning to problems and of the target group.

Identification of the problems and the needs of the target are important because the materials prepared should be based and linked with learners problems and needs to help them to improve their quality of life. Although neo-literate materials are just a part of the efforts from the whole educational and developmental efforts. The materials should be directed toward helping the neo-literates in the villages to fulfill their needs and or to solve their problems.

2. Methods of surveying needs of target neo-literates prior to material production

(1) Things to consider before beginning the survey:

Firstly,

(1) Clearly identify survey objectives.
(2) Decide upon survey content in detail before beginning the survey itself. (Unclear or incomplete content planning can result in overall failure of the survey).

Secondly, clearly identify target group.

a. male/female
b. occupational group(s)
c. age group(s)
d. region or location of residence
e. classification by issues
f. others

Thirdly, clearly identify survey method to be used.

Careful consideration of the nature of the target group and its situation leads to increase effectiveness.

Survey methods:
1. Observation
2. Interview - a. structured,
   b. unstructured
3. Distribution of questionnaire to be filled
4. Inconventional methods

Fourthly, determine who is to carry out the survey.

Select individual(s) who can bring the highest degree of survey effectiveness to the area being covered.

Fifthly, prepare compilation and organization of data so that the information may soon be available for use.

(2) Three basic methods of data collection

For collecting the data on the needs of the target group or neo-literates by surveying, we use three techniques; observation, interview and inconventional way.

A. Observation

Observation means observing deeply on the situation and living condition of the target group such as observing their daily food, clothing, housing, water, health including recreation and sports, environment and population, communication, income, education, culture and their spiritual life. From the observation we can identify their problms as well as their needs.

Other informal prominent people including the neo-literates themselves who live in the community. There are two kinds of interview, structured and unstructured interview. Openended unstructured interview is more valuable than other kind for getting at feelings and attitudes and at the real causes of problems. But it yields less uniform and less readily quantifiable data than those readily structured interview.

Result of the structured interview is easier to process but may not be as validity for their structure tends to restrict and influence the responces given.

Non-conventional method

In many cases we found that data gathering by using only conventional method is not enough. In order to know better their felt needs, non-conventional method is being used as an additional to observation and interview. The non-conventional method can be done in many ways. The following 5 techniques are introduced.

a) Search Conference
Local leaders, both formal and non-formal ones from different occupations are requested to discuss in a small group about their community situation and problems and try to find ways to solve those problems by themselves. By this technique, problems and needs exposed are very close to their felt problems and needs.

b) Participatory Approach
This technique is vey useful to study the perception of the target neo-literates about the problems and situation in their community. The researcher goes and stay in the village with the villagers for a period of time and try to record what are going on in the village. The felt problems and needs are drawn from the daily life of villagers in the village through observation, diary record, interview, direct experiences, and etc. The Johari Window is a tool to be used as guideline for data collection.

c) Single Poster
A picture of village situation which is consisted of problems is shown to a group of people from the village. Ask them what kind of problems they see in the picture. Each problem will be discussed whether it really happens and reflects their life or not. Then, list the problems exposed to the people.

d) Open serialized poster
Consist of 5 - 10 posters. Each poster has a certain picture that can be interpreted as problem. Ask the people to arrange the posters, whatever arrangement they make, but the most important is to tell a story from the arrangement. We can identify problems from the story they tell.

e) Flexiplan
Flexiplan is a set of small pictures, drawn in a thick paper, cut one by one and make it in such a way to they can be flexiplan of man, we can make.

Here is examples of instrument we may use for observation.

1. Distance between their houses and animal houses.
   - far enough
   - close to the house
   - part of the house

   Note: _____
   _____

2. Utilization of their home garden
   - well utilized
   - under utilized
   - not utilized

Note: _____

_____

We could use more structure method i.e. questionnaire. Things to consider in drawing up a questionnaire.

(1) Carefully consider the target individual and their conditions.

a. sex
b. occupation
c. age
d. location
e. issues etc.

(2) Use questions that are easily understood and concretely stated. Avoid ambiguous or compound questions.

(3) If a large number of questionnaires are distributed over a wide area, use 'check' ( ) style, using 'fill-in'(written) answer style only when necessary.

(4) On the questionnaire, include information such as:

a. surveyor's name
b. date and time of survey
c. place
d. name of person being surveyed.

This will aid in interpreting survey data.

B. Interview

Interview can be done by asking some people in the community especially community leaders both formal leaders like Head of Village, teachers, government officials who live in the village and informal leaders such as religious leaders, youth leaders, farming leaders and other informal prominent people in the community. And also by asking the target group themselves.

We may use sampling technique to limit the responses. We can use 5 - 10% sampling to both community leaders and people who are categorized as target group.

There are two kind of interview, first is structured interview and the second is unstructured interview. For structured interview, it is suggested to use open-ended question as examples below.

1. How frequent you listen to educational radio programmes?
   - often
   - sometimes
   - rare
   - never

   Please tell your reason, why

   _____

   _____

2. Do you boil water before you drink?
   - Yes
   - No

   Please tell your reason, why

_____

_____

We may use also unstructured interview as examples below.

1. Would you please tell us about your problem concerning the water for your daily use in your house _____

2. Would you please tell us your opinion about education for your children. _____

All the data collected by observation, interview, questionnaire and inconventional way should be put in order and listed carefully.

Basic method of classifying survey data

1) Arrange data collected by observation, interview, questionnaire, inconventional and other methods into separate categories such as target group, issue, etc. and work from highest priority.

2) The priority of needs of target neo-literates can be easily identified by converting the data collected by the 'check' style questionnaire into percentage.

3) Important or crucial items should be adopted as the theme of materials to be produced although they show small percentage through discussion between surveyor, neo-literate materials production specialists and others.

4) Categorizing survey answers of "fill-in" (written) answer type by separate topics and considering their respective numbers can aid in setting priorities.

5) Identification of locally available resources for preparing materials. (financial resources/people's cooperation including resource persons/materials already in local market.)

At the same time, before we work on the materials, we should also identify: financial resources for development and production of the materials which mean how much money used and where we get the money; people's cooperation including resource persons consist of writer, content expert, illustrator, photographer etc., who will cooperate in developing and producing the materials and materials already available in local market to avoid overlapping or for references.

NP Method

NP Method is a kind of method for the analysis and identification of needs and problems after village survey. This method introduced by Mr. S. Tajima and has been used in previous similar workshops.

Through this method, we can easily and practically analyse the village data with active participation of participant. This method of

collecting and analysing field data is called 'NP Method'. This method has been used in the earlier Regional/National Workshops.

Procedure

The procedure is briefly explained as follows:

1) Participants are divided into groups of about 10 people in each group.

2) After coming back from survey and field visit in the village, each group discuss about problems and needs in the village related with various topics freely for about 20/25 minutes, so that they have some idea of the issue to be taken up in order of importance of the issues.

3) After the discussion, each member in the group writes most crucial problems and needs in small pieces of papers, one person writes down about 10 different items, one item on one, piece of paper. About 20 minutes is given for writing. Each item should be written in:

   - simple language and in short sentences
   - the content should be clear and practical
   - it should be easily understood by everybody

4) After all the participants in a group have finished their writing, the pieces of papers are collected and sorted to classify and group them

Sample of the priority list

1. Place: (name of the village/community surveyed, etc.)

2. Target group: (number of people)
   (sex, age, occupation, etc.)
   (level of literacy)
   (others)

date: _____

name of surveyor

_____

	Aspect of life	Problems Identified by Survey	Priority
A. Essential for life	- Food		
	- Clothing		
	- Housing		
	- Water		
	- Health, recreation and sports		
	- Others		
B. Socio-economic life	- Environment and population		
	- Communication		
	- Income		
	- Others		
C. Educational cultural life	- Education		
	- Cultural and Spiritual		
	- Others		

notes :

_____

_____

_____

_____

according to their similarity. These pieces of papers with problems and needs are pasted in a big sheet of paper in clusters.

5) The headings for each category of problems and needs are written down to summarize the points. Through this method, it is possible to identify the problems easily and practically and to relate them into action for solution.

6) After the identification of problems and needs, the participants could be asked to do similar exercise to suggest the solutions. Alternatively, when the participants were asked to write the needs and problems, they also could be asked to write both problems and solutions (about 10 items by each person).

Remarks

This method was found very interesting, participatory and practical in earlier workshop, however, it is only a suggested method, there may be other better methods. We must be always flexible and open for improvement.

We may divide the community needs and problems into 10 basic aspects of human life as defined by Sarvodaya Development Education Institute :

A. Essentials for Life

1. Food

All living beings exist on food. In the world today 4000 people die every six hours for lack of a balanced diet, essential for energy, growth and protection. Those who are subjected to malnutrition have low resistence to infection and disease.

2. Clothing

Clothing as necessary to protect oneself from heat and cold and from flies and mosquitos. Clothing is important beside for the health also in relating with moral and cultural.

3. Housing

The possession of a house with adequate light and ventilation and the required space for the maintenance of accepted ethical standards of family life, whilst affording protection against sun, rain, hear, cold and nuisances such as flies, mosquitos etc., is a basic human needs.

4. Water

For life to exist, water is essential. Every family, every individual, requires water for drinking, for washing clothes, dishes, kitchen tools, for bathing, for watering etc. No agriculture or industry can be undertaken in a place without water. In short, where is no water, no life can exist.

However, the same water which sustains life can also become a means to destroy life. That happens either when the water is not found in adequate quantity or when the water is polluted, thus making people susceptible to infection. Water contaminated by the fecal matter of human or animals may tend to spread diseases such as typhoid, cholera, dysentery infectious hepatitis etc. The distance of source of water for personal use, from the dwelling, has a direct influence on the health of the individual as well as on his productive capacity.

5. Health

Physical, mental and social health care is another basic need of man. Recreation and sports are needed to maintain our health.

B. Socio-Economic Life

6. Environment and population

Amongst the factors conductive to the fullest personality development of individual living in a suitable environment takes pride of place. Accordingly, we have to build a clean and beautiful environment around us. Environment, here means.

The next step is to select and arrange priority among the problems and the needs identified. This step is also important for determining contents of materials for some reasons as follows:

1. It is not every problem easily can be solved by the materials. We have to select which problem or need can be solved easily by the marterials.

2. There are problems or needs which are needed to be solved or to be fulfilled immediately and on the other hand there are problems or needs to be solved or to be fulfilled in long run.

After selection of problems and needs we have list of priority of problems and needs to be selected for the content of the materials. The next step is to draft or to arrange the materials for neo-literates where the content will closely relate with solution of the problem or fulfilling the need selected. This step involves some activities like to determine the format of materials developed, to illustrate, to arrange captions, to edit and so on. We know that there are four categories of materials for neo-literates as follows:

1. Category 1 is printed book materials
   In this category included format of materials such as book, booklet photonovelle, comic etc.

2. Category 2 is printed non-book materials like single poster, serial poster, leaflets, wall newspapers, flipchart, cards, etc.

3. Category 3 is electronic media such as films, movies, videos, slides tapes, radio programmes, TV programmes, etc.

4. Category 4 is games and others like ordinary conventional game, card game, jigsaw puzzle, future game (e.g.monopoly game), snakes and ladders, simulation games, pupet show, etc.

After we finish with drafting of our materials which could be done individually or in group then come the step of field-testing. The importance of field-testing is to find out parts of the materials which are strongly needed to revise. After revision, materials now ready for mass-production followed by distribution, utilization and summary evaluation.

The learning materials prepared should based on the following characteristics :

1. The materials should be suited to the learning skills of the target neo-literates.

2. The materials should focus on the real problems and needs of the learners and the environment in which they are living.

3. They should promote active learning i.e. they should help to develop a critical attitude toward problems, reflect on them, analyse them, discuss about them and take proper decisions in time.

4. There must be special types of materials for special groups and programmes (women, minorities, immigrants, aged people etc).

5. The materials should be related with individual and social development goals.

6. The materials should contain ideas and information about overall national and individual development programmes, and some specific materials should contain information about specific development activity.

7. The materials not just pass an information and facts, but should pose problems or describe potential problem conditions and provide technical and scientific knowledge to aid in solving the problems.

8. The materials should incorporate learner's participation and draw on their experiences.

9. The materials should promote good citizenship, national integrity, taste for art and culture, etc.

10. The materials should as for as possible use resources from the culture, folk wisdom and day-to-day experiences of the learners.

11. The language of the materials is determined by the language policy of a country.

12. The materials should be simple attractive and interesting. The language used in the materials should be simple and easy, while the theme and topic should be suited to the level of maturity of the learners.

13. The materials should utilize visual aids like illustration, charts, photos and drawings as much as possible and these should be appropriate for the learner's interests and needs.

14. All types of neo-literate materials when viewed together give clues to how different materials could be used in combinaiton. The combination of different types of materials aids in imparting difficult knowledge and the different materials help to reinforce each other impact.

15. The materials should provide for progression at a rate of speed commensurate with the learner's individual ability. Self evaluation and group evaluation techniques should be integrated in each type of materials.

Preparation of Field-Testing

After we finish with drafting of materials now we have one draft master. For the use of field-testing we have to do limited multification suitable to number of respondents. In this preparation stage we also have to prepare instruments or tools for field-testing. The instruments consist of questions to be asked to the people or target group or to be filled by the target group and objects to be observed. The people who are being the target group of field-testing should be the same with the people who became target group in the stage of identification of community problems and needs.

The questions asked in each instrument can be in form of open question, such as....."Can you tell me what is your opinion about this format? or inform of close question like :

a. Very Clear
b. Clear
c. Not Clear
d. Don't know

Mostly questions built in form of combination between open and close (open-ended) like :

"Do you find the illustration attractive ?"
a. Yes
b. No
c. Don't know

If your answer is no, what is your suggestion to improve the illustration?

_____
_____
_____

Questions for category printed book, printed non-book and games and others usually the same. For electronic media there are some additional questions due to the characteristic of the materials like music illustration, voice of narrator etc.

The questions we build should be based on the criteria of materials for neo-literate as follows:

1. Easy to learn and to implement.
   Questions for the criterion could be:

   1.1 Do you understand the meaning of this part?

   a. Yes
   b. No
   c. Don't know

If no, can you tell me why?

_____
_____
_____

1.2 After you read this part, can you try to do?

a. Yes
b. No
c. Don't know

If no, can you tell me why?

_____
_____
_____

2. Interesting, either the topic, format, language and drawings. Questions could be as examples:

2.1 Do you like this format?

a. Yes
b. No
c. Don't know

If no, can you tell me why?

_____
_____
_____

2.2 Can you tell me the meaning of this drawing?

a. Fully understand
b. Not understand

If not understnad, what is your suggestion to change this drawing?

_____
_____
_____

3. Motivating

Example question for this criterion could be as follows:

3.1 What do you feel after you learn from this format?

a. Motivating
b. Not motivating
c. Don't know

If it is not motivating, what is your suggestion to make this materials motivating to you?

_____
_____
_____

4. Effective

Example question could be as follows :

4.1 Do you think that the content of this material
4.1 fulfill your need?

a. Yes
b. No
c. Don't know

If no, what is your suggestion to improve the content of this material?

_____
_____
_____

5. Up-to-date
Example question could be as follows :

5.1 The content of this booklet is about how to make compost. In there any new better compost than this one you know?

a. Yes
b. No
c. Don't know

6. Utilizable
Example question could be as follows:

6.1 After you learn this folder, would you try to utilize it?

a. Yes
b. No
c. Don't know

If no, can you tell me why?

_____
_____
_____

Implementation of Field-Testing

The instruments of field-testing can be asked both to a group of people or individually after we give them enough time to learn the materials. Based on the answers of the people (target group) we classify and weight the total answer then we determine which part to the materials should be revised. The revised materials should be much better than before and this is the essence of field-testing.

Malaysian Experience on Development Literacy Curriculum and Materials Development

Yusoff Ramli
Director
Commuity Education,
KEMAS
MALAYSIA

A. The Functional Literacy Curriculum

Aim:

To instill knowledge, skills and attitude in reading, writing and numeracy based on the needs and problems of the clientele. To raise awareness concerning the causes and alternative solutions to the problem. To help learners actively participate in their personal development and the development of the society and to increase their quality of life.

Objectives:

After completing the porgramme, the learners should be able to:

1. Speak their language clearly and easily;
2. Read materials necessary for the improvement of their daily life;
3. Express their ideas in writing and be able to share them with others;
4. Solve simple numerical calculations;
5. Demonstrate positive attitudes towards acquiring knowledge and skills in reading, writing and numeracy;
6. Demonstrate an ability to identify the problems faced by the individual and his or her community;
7. Demonstrate positive values towards personal development and the development of the society;
8. Actively participate in the socio-economic and cultural activities of the community;
9. Continue to learn on their own.

B. The Steps and Principles of Literacy Curriculum Development

The steps and principles of Literacy Curriculum development are as follow:

1. Recognize the clearly stated national goals for development and policies for adult education;
2. Identify target groups in accordance with the national goals;
3. Identify the communities where target groups are located.
4. Survey these communities to:
   a. Study the physical, socio-cultural and economic aspects;
   b. Study the developmental needs;
   c. Identify the developmental input already effected;
   d. Discover the felt and the real needs of the community as a whole and the target-group in particular;
   e. Identify factors and problems inhibiting development;
   f. Identify the agencies and structures responsible for development;
   g. Identify material and human resources in the community;
5. Analyse the survey data.
6. Formulate a curriculum to:
   a. Propose strategies, both educational and developmental, to fulfill the needs of the community in general and the target group in particular;
   b. Translate needs and strategies into learning objectives and methodologies;
   c. Formulate content areas;
   d. Delineate the literacy awareness and functionality tasks to be performed by the various developmental and educational agencies;
   e. Identify media to be utilized or commissioned for each content and learning unit.
7. Write the appropriate materials for each content and learning unit.
8. Devise evaluation tools to evaluate the curriculum through the teaching-learning process.

The following are the general principles followed in development of the literacy curriculum:

- The content of the curriculum should focus on the real and immediate problems of adult learners and their community;
- The content should pose problems or describe potential problem conditions and provide related technical information or indications as to where such information can be obtained;
- The content should be presented in an atmosphere condusive to sharing experiences and ideas;
- The content should be selected and organized so as to require learner participation, draw on learner experiences, and seek learner solutions to learner and community problems;
- Functional content and literacy skill should be seen to be interdependent with each depending on, and enhancing the other.

C. The Functional Content of the Curriculum

The literacy curriculum is based on what is perceived to be important areas of social concern by most countries in Asia and the Pacific. Four major categories of functional knowledge are namely:

1. Family life
2. Economics and income
3. Health
4. Civic Consciousness

1. Family Life

- Family members - their roles and responsibilities

- Extra money for the family
- The family as a social institution
- Family needs and budgeting
- Family customs and traditions
- Responsible parenthood

2. Economics and Income
   - Work and income
   - Daily saving
   - Improved agriculture
   - Home gardening
   - Village co-operatives
   - Entrepreneurship

3. Health
   - Food, water and nutrition
   - Family cleanliness
   - Environmental cleanliness
   - Common diseases
   - Health problems
   - Community health
   - Health services

4. Civic Consciousness
   - Right and duties
   - People's participation in development
   - Self help (Gotong Royong)

Levels of Literacy Skills

The literacy are devided into 3 levels. They are:

1. Basic Level (Level I)

   (a) Target Group

   (i) Adults who have never been to school or who have dropped out of school before acquiring literacy skills.

   (ii) Adults unable to read and write simple words, paragraphs or any other type of written statement without the help of a teacher.

   (b) Requirements of Level I

   When adults have completed this level they should have mastered the following skill.

READING	WRITING	NUMERACY	OTHER
Read newspaper headlines and sub-headings	Write own name and address	Count and recognize figures 1 - 1000	Communities clearly
Read and understand posters	Communicate in writing using simple language	Add and substract up to 3 digits	Use literacy skills in daily life
Read and understand simple printed paragraphs	Write simple letters	Understand the principles of simple addition, substraction multiplication and division	
Read and recognize figures 1 - 1000	Write numerical numbers 1 - 1000		

2. Middle Level (Level II)

(a) Target Group

Adults who have completed basic level and/or have acquired basic skills.

(b) Requirement of Level II

When adults have completed this level they should have mastered the following:

READING	WRITING	NUMERACY	OTHER
Read and comprehend stories, songs, directions, instructions and simple part of newspapers	Write simple notes and letters	Demonstrate proficiency in adding and substracting	Further improvement in communication and and literacy
Identify the main idea of what has been read	Fill out simple forms and receipts (bills)	Apply basic skills in multiplying and dividing Understand basic measurement (money, weight, length, volume) Solve simple numerical problems (family budget marketing)	
Analyse and main ideas of what has been read Discuss with others what they have read Read and interpret simple graphs	Draw graphs and geometric figures	Divide up to 3-digit number and fractions	

3. Self-Learning Level (Level III)

(a) Target Group

Adults who have completed intermediate level or can study independently and willing to go to use book and other resources in search of new knowledge.

(b) Requirement of Level III

When adults have completed this level they should have mastered skills such as the following:

READING	WRITING	NUMERACY	OTHER
Analyze and synthesize main ideas of what they read	Write one/two pages on certain topics	Add and subtract large number with accuracy and speed	Further improvement in communication and literacy skills
Discuss with others what they have read	Werite personal letters, letter of application, report, inquiries, etc.	Multiply up to 5 digit numbers and functions	At the end of this level, learners should be able to learn by themselves
Read and interpret simple graphs	Draw graphs and geometric figures	Divide up to 3 digit numbers and functions	

E. Organization of the Literacy Training

After studying a range of literacy needs from the target group it seems that most require at least about 200 contact hours to achieve a level of literacy which enables adults to continue learning on their own. Therefore, the literacy curriculum is based on 200 hours of instruction including time for practicing skills. The instructional time has been apportioned over three levels in the appropriate of 3:2:1.

Figure 1 : The Functional content of teaching sequence in a curriculum grid

	Scope of literacy curriculum					
Level / Content Area	Level I (Basic Level)			Level II (Middle Level)		Level III (Self Learning Level)
	I.1	I.2	I.3	II.1	II.2	III
A. Family Life	IA.1	IA.2	IA.3	IIA.1	IIA.2	IIIA
B. Economics and Income	IB.1	IB.2	IB.3	IIB.1	IIB.2	IIIB
C. Health	IC.1	IC.2	IC.3	IIC.1	IIC.2	IIIC
D. Civic Consciousness	ID.1	ID.2	ID.3	IID.1	IID.2	IIID

F. The Spiral Structure of the Curriculum

The development of an understanding of functional content carries with it the growth of literacy skills. Literacy competency grows as an expanding network of interrelated skills and concepts. As literacy skills grow, the understanding of functional knowledge can broaden and deepen. As functional knowledge broadens and deepens, literacy skills are enhanced.

The literacy curriculum caters to these interrelationships in the following ways (see Figure 2, 3 & 4). Figure 2 shows the grwoth of literacy skills per se across the three levels of literacy skill defined by the curriculum. This is a purely hypothetical curve based on the usual graph of increase in units over time during growth. That is, it suggests that literacy skills develop rather slowly at first (during the early stages of Level I), then increase rapidly (dring the later stages of Level I and dirung Level II), and then more slowly as participants move towards the point where they can learn on their own (end of Leval III).

This grwoth line represents a general trend in the expansion of the complex semantic network. As this semantic network becomes more firmly established, that is, as literacy skills improve, learners have a chance to reconsider in greater depth, those functional areas of knowledge that were introduced more simply at an earlier stage when literacy skills were less well-developed. The spiral shown in Figure 3 indicates how functional concepts grow as they are "revisited" from level to level of the curriculum.

Figure 3 shows the relationship between the growth of literacy skills and functional knowledge in the curriculum. Because the concentric growth of functional knowledge increases as learners proceed from lower to higher levels of literacy skill, this growth is shown vertically like a spiral staircase. To relate this to the simultaneous growth in the skills of actual reading, writing and numeracy the S-shaped curve showing the growth of literacy skill has been truned on its side.

Figure: 2 Literacy skills improve over time like the growth of a population

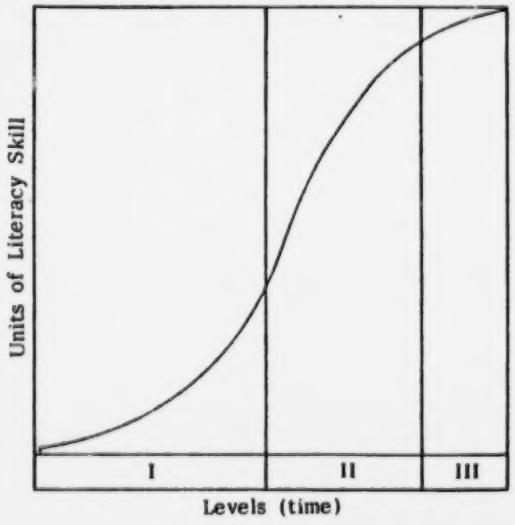


Figure: 3 The sprial growth of functional knowledge in the literacy training curriculum. The symbols represent areas of functional knowledge, which are each considered at six levels of increasing sophistication as literacy skills grow.

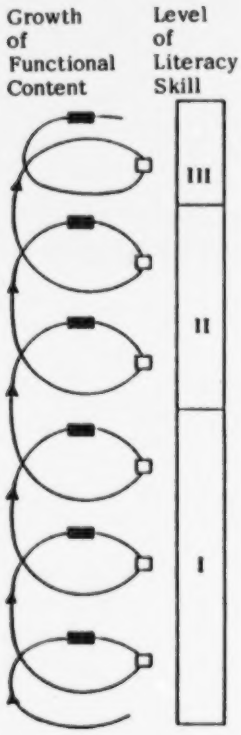
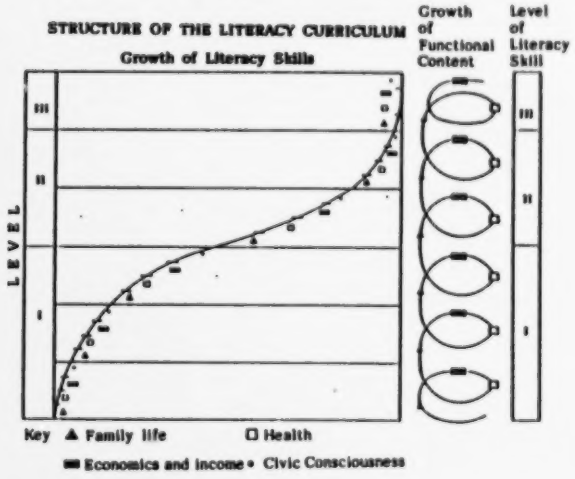


Figure: 4 An effective literacy training curriculum caters to the S-shaped growth of literacy skills and the concentric growth of functional knowledge. Functional knowledge is the vehicle for developing literacy skill and vice versa.



G. Materials Development of Literacy Programme

The Material development for literacy programme are carried out by 2 units of the department that is Community Education and Family Development. Follow up materials and primers of functional literacy and Home Economics are developed during workshop and training session of supervisors and the teachers. During the national and regional workshops and training supervisors prototype materials are developed, tested and evaluated following the process of the ACCU workshop. Materials for utilization in Functional Literacy are also adapted from the AJP materials and materials from other development agencies such as Agriculture, Health, Veterinary and Family Planning Board. The materials developed and adapted has been discussed in the country paper presented by the Malaysian participants, Puan Rohana.

Adaptation of APPEAL Literacy Curriculum and preparation of teachers manual and learners workbook introduced in 1988 by UNESCO will be reviewed and discussed. The Director General and Training Committee of KEMAS have agreed to discuss the said curriculum. The present Functional Literacy Curriculum and other educational component of KEMAS will be adjusted and if necessary reviewed in the context of APPEAL Literacy Curriculum.

Conclusion

The development of literacy curriculum and materials development by KEMAS take into account the flexibility of the structure for optimum participation and effective learning modes. The flexibility structure is very necessary because of diversity of culture and ethnic group of the nation.

CHAPTER III

National Follow-up Activity Plans Prepared by National Teams of the Participants in the Workshop

1. **Scheme of Assistance to National Follow-up Activities**

2. **National Follow-up Activity Plans Submitted by Participating Countries**

   China, India, Indonesia, Laos, Maldives, Nepal, Pakistan, Philippines, Thailand, Vietnam

1. Scheme of Assistance to National Follow-up Activities

ACCU is preparing to make, in co-operation with Unesco PROAP, financial assistance to national follow-up activities planned and to be executed by participating countries. The project to which financial assistance may be provided will be selected in accordance with the following guideline :

1. Eligible projects

Among the national follow-up activity plans to be submitted by the country teams during or after the present Workshop, the projects which are planned and executed under the following two lines are eligible:

(1) Organization of a national training workshop on the preparation of literacy follow-up materials, in which AJP materials including "Guidebook for Development and Production of Materials for Neo-Literates" are used as a part of working documents.

(2) Mass production for local use of the Asian/Pacific Joint Production Programme (AJP) materials so far developed, including "Guidebook for Development and Production of Materials for Neo-Literates", either with translation/modification or as they are.

2. Amount of assistance

A maximum of US$700 per country will be assisted.

3. Selection and endorsement

(1) After the present Workshop, ACCU will, in consultation with Unesco PROAP, make a selection of the recipients.

(2) ACCU will then obtain endorsement from the National Commission for Unesco concerned and conclude contract with the organization which is to carry out the follow-up activity through the National Commission.

4. Schedule of Execution

Submission of the plan : 20 January 1989

Notification to the recipients and conclusion of the contract : 20 February 1989

Completion of selected project : End of July 1989

Submission of report to ACCU: end of September 1989

5. Contents of national follow-up activity

(1) National Training Workshop

1) Objectives and contents of the training
2) Number of participants and their background
3) Venue and date
4) Responsible agency and responsible person
5) Tentative programme of the Workshop
6) Faculty member
7) Training materials
8) Assistance sought from ACCU/Unesco PROAP a)financial, b)technical (experts service) c)materials

(2) Production of local version of AJP materials

1) Title of the materials
2) Estimated number of copies each titles
3) How the materials will be adapted and adopted
4) Responsible agency and responsible person
5) Assistance sought from ACCU/Unesco PROAP a)financial, b)technical (experts service) c)materials

2. National Follow-up Activity Plans Submitted by Participating Countries

CHINA

Organization of National Workshop

Work plan is to be submitted afterwards.

INDIA

1. Titles of AJP materials to be adapted and their local titles and number of copies of each materials to be produced :

1) Use of Gas from Daily Wastes
2) Let's Form a Co-operative for Better Life

2. Date of completion : 3rd week of May

3. Producer and responsible person (including Address and telephone no.) :

Executive Director, State Resource Centre,
Karnataka State Adult Education Council,
No. 501, Chitrabhanu Road, A-B Block,
Kuvempunagar, Mysore-570 23. INDIA
Telephone No. 34032

4. Main organs to which the national versions are to be sent :

The materials will be supply to Jana Shikshana Nilayam which are the Continueing Education Centre for the Neo-literates.

5. Assistance sought from ACCU/Unesco PROAP :

a) Financial : US $ 700
b) Technical (Experts service) : Nil
c) Materials : 5 copies each above mentioned titles

6. Estimated total cost for the implementation :

Rs. 15,000 equivalent to US$ 1000.

INDONESIA

Production of National Versions of AJP Materials

1. Titles of AJP materials to be adapted and their local titles and number of copies of each materials to be produced :

   1.1 How wonderful a clean home is! (Bagaimana caranya menciptakan rumah yang indah dan bersih), 10,000 copies.

   1.2 Let's keep our environment clean (Lalat adalah pembawa penyakit - Masalah kotoran dan lalat), 10,000 copies.

2. Date of completion : 31 July 1989

3. Producer and responsible person (including address and telephone no.): Will be produced BPKB Jayagiri using our own printing shop.

4. Main organs to which the national versions are to be sent :

   1. District Learning Centres - 208 Centres 80 copies each.

   2. Provincial Office of Community Education - 81 offices - 10 copies each.

   3. Relevant Government and non-Government Organization in Central Level

   4. Learners of Literacy Learning Groups in BPKB Jayagiri Lab site - 7 villages

5. Assistance sought from ACCU/Unesco PROAP :

   a) Financial

6. Estimated total cost for the implementation :

   Rp. 1,700,000.- or equivalent.
   with US $ 1,000.-

LAOS

Production of National Versions of AJP Materials

1. Reference : Refering to national Follow-up Activity plan (Production of AJP Materials) proposed by national team on the occasion of the Sixth Regional Workshop on the preparation of Literacy Followup Materials in Asia and the Pacific convened on 21 - 29 September 1988 at Kuching, Malaysia.

2. Title : Production of AJP Materials project.

3. Country : Lao P.D.R.

4. Region : Vientiane, state Capital

5. Sector of Activities : Education

6. Responsible organization :

   Ministry of Education, Culture and Sports, Department of Adult Education and Complementary Education.

7. Background :

During the past twelve years, our educational statistic has shown a rapid quantitative expansion, especially the adult education and complementary education have obtained a considerable result : up to the end of the year 1984, we have basically eradicated the illiteracy throughout the country. Immediately, after the eradication of illiteracy, many provinces have made great efforts to set up a system of improvement classes and complementary courses; and now, peasants and workers in many villages, sub-districts and districts have achieved their primary level in the complementary education and continue to attend their secondary level's courses.

Partly as a result of the great quantitative achievement, a number of qualitative problems have emerged, such as :

- Poor quality,
- Unequilibrated expansion between quantity
- and quality . . .

The reasons why quality is poor are saved; they may include one or more of some factors, such as :

- We have been to much consistent in attaching importance to the quantity, however, we have omitted to create favourable conditions for raising up the quality.

- We have neglected to concentrate our literacy work on strategic regions i.e. : economic regions, ethnic regions, mountainous and remote regions.

- Lack of teaching materials, both print and non-print, including neo-literate materials.

- Unadapted Curriculum for learners and for different regions, the economic development of which is inequal each other. Because of these reasons, many peoples who have become literate from formal schooling and non-formal literacy classes are going to relapse into illiteracy. At some regions, there exist about 40-60% of illiteracy in relapse.

To overcome these situations as well as to improve the educational quality, under the Directive of our Government, the educational strategy has been set up at the end of the year 1985. Its main content is as follows :

- To extend firmly different educational sub-sectors.
- Raising-up the achievement of educational quality.
- To complete step by step the socialist educational system.
- To harmonize education with the needs and conditions of socio-economic development.

Adult Education and Complementary Education will have act as a primordial part.

8. Objectives :

To attain the objectives of the educational strategy, there is a high and urgent need to produce enough teaching material for learners, especially Neo-literate materials relevant to the everyday life and to the improvement of the standard living of the people.

For this purpose, we have selected for adoption and adaptation some of Neo-literate materials (AJP materials) produced so far by ACCU.

9. How the Neo-literate materials (AJP Materials) will be produced.

Those of selected materials will be translated by a group of 3-4 translators into 1 language and the text and illustration will be modified in accordance with the real situation of the country.

10. Title of Materials to be produced

No	Title	Number of Materials to be produced and distributed	Formal
1.	Charcoal Water Filter for Drinking Water	1,500 copies	Poster
2.	Let's Repair Our Road Together	1,500 copies	Games
3.	Let's Wipe Out Our Worm	1,500 copies	Poster
4.	Tree Planting	1,500 copies	Poster
5.	Bamboo Handicrafts for Additional Income	500 copies	Booklet
6.	Grow Mushrooms for More Income	500 copies	Booklet
7.	Baby's Food for Gook Health	500 copies	Booklet

11. Tentative budget

(i) Financial assistance from ACCU (for printing).....$3,000
(ii) Contribution of the Government (for translation).....$800
(iii) Financial assistance from UNESCO APPEAL (for printing and distribution) $1,500

Total $5,300

12. Date of completion :

At the beginning of May 1989.

13. Expected outcome :

(i) Rural people will be stimulated to make simple water filter by using local low-cost materials.
(ii) Rural people of different ethnics will have clean, hygienic water for drinking
(iii) Rural people will be mobilized to produce additional income by growing mushrooms and in the bamboo handicrafts.
(iv) Rural environment will be prevented from the threat of deforestation and

MALDIVES

Production of National Versions of AJP Materials

Production of AJP Materials

The National Literacy Compaign named 'Basic Education Programme' was announced on the 1st of January 1980 by the President of Maldives His Excellency Mr. Maumoon Abdul Gayoom.

It is 8 years since Maldives has been receiving remarkable success in this programme. Maldives aims at the total eradication of illiteracy by the year 1990 even though the functional literacy will continue for sometime.

Although the literacy rate increases each year, there is a familiar danger of the increasing of illiteracy unless a substantial amount of literacy materials are produced. Maldives has indeed tried very hard and it has been proved that the task is too heavy to shoulder on its own due to limited resources. Therefore foreign assistance is required to help the country in carrying out the production of literacy materials.

Title of the materials (booklets)

- Bamboo handicraft
- Babys food

Poster and Games

- Sanitation
- Let's plant trees
- Animal Sugoroku

Estimate Number of copies of each title

Each of the materials will be produced in 1,000 copies.

How the materials will be adapted and adopted

The Non-Formal Education Unit will discuss and use the ideas of the experts in this field including those who had participated in the ACCU workshops. The drawings and the text may be slightly changed to suit the culture and the materials will be translated into Maldivian Language "Dhivehi"

Responsible agency

Non-Formal Education Unit,
Ministry of Education
Male', Republic of Maldives

Responsible Person

Mr. Abdul Sattar Hassan
Deputy Director
Non-Formal Education Unit
Male'

Assistance sought from ACCU/ROEAP

Financial

Time of Programme

The materials will be produced before the end of May 1989.

NEPAL

Production of National Versions of AJP Materials

1. Titles of AJP materials to be adopted and their local titles and number of copies of each materials to be produced :

Title of AJP material	Local title	No. of
Let's Plant Trees (Game)	Ruh Ropaun	

2. Date of completion: June 1989

3. Producer and responsible person (including address and telephone no.)

Producer: Adult Education Section, MOEC
Responsible Person :
Mr. Dil Bahadur Shrestha, Under Secretary,
Adult Education Section,
Ministry of Education & Culture
Ph. 411599

4. Main organs to which the national versions are to be sent:

a. District Education office
b. All NGOs who have been implementing NFE
b. programme

5. Assistance sought from ACCU/Unesco, PROAP :

a. Financial :US$700.-
b. Technical :--
c. Materials :Some copies of above mentioned AJP material

6. Estimated total cost for the implementation : US$700.-

PAKISTAN

Production of National Versions of AJP Materials

1. Titles of AJP materials to be adapted and their local titles and number of copies of each materials to be produced:

1. Mari and the Festival
2. Let us prepare our road together
3. Use of Gas from daily wastes
4. Balanced diet for mother & child
5. Building up a happy community
6. Let us read
7. Let us wipe out Worms.

2. Date of completion : End of July 1989

3. Producer and responsible person (including address and telephone no.):

1. Chairman LAMEC 62 Khyaban-e-Iqbal F-7/2, Islamabad. Ph. 813971

2. LAMEC Training Institute Abu-Bakar Street 71-A/1, Township Lahore. Ph. 840851

4. Main organs to which the national versions are to be sent:

1. Nai Roshani Schools. LAMEC
2. Union Council Libraries
3. District Council Libraries
4. Mobile Libraries in Rural Areas
5. Schools of Municipal Corporation (Through-out the country including AJK & FATA)

5. Assistance sought from ACCU/Unesco PROAP:

a) Financial
b) Technical (Experts service)
c) Materials

6. Estimated total cost for the implementation:

Honoraium to Expertis	US$2000.-
Honoraium to Translators	US$1000.-
Honoraium to Designers	US$1000.-
Meetings expenses 10 days including field visiting and field testing.	US$10000.-
Publication charges & papers etc.	US$12000.-
	US$24000.-

7. How the materials will be adapted and adopted

LAMEC will invite experts and writers of the concerned departments and will try to refine and modify the AJP material according to our culture. The ACCU Experts assistance will be obtained.

The materials selected for translation will be translated in our National Language as well as in four provincial languages. Then the process of field testing will be applied and the materials will be improved. After that it will be finalized for publication. One Lac copies will be published at first for each title and for each language.

PHILIPPINES

Production of National Versions of AJP Materials

1. Title of AJP Materials to be adapted and their local titles and number of copies of each material to be produced:

Language / Title	NUMBER OF COPIES				
	Filipino	Ilocano	Cebuano	English	Totals
Building Up a Happy Community (Sugoroku game)	1,000	500	500	200	2,200
Let't Repair Our Roads Together (Endless strip cartoon)	1,000	500	500	200	2,200
Good Use of Water (Jigsaw puzzle)	1,000	500	500	200	2,200
Totals	3,000	1,500	1,500	600	6,600

2. Date of Completion

The project is expected to be completed on or before July, 1989.

3. Producer and responsible person

Producer : Learning Resource Development Division under the Bureau of Non-formal Education of the Deprtment of Education, Culture and Sports

Responsible Person : Dr. Remigio P. Romulo
Director, Bureau of Non-formal Education,
Department of Education, Culture and Sports
Palacio del Gobrnador Building,
Intramuros Manila,
Philippines
Tel. No. 48-83-27

4. Main organizations to which the national version are to be sent: The materials shall be distributed to the various Non-formal Education Reading Centres in the 14 regions of the country.

5. Assistance sought from ACCU/Unesco PROAP:

a) Financial

6. Estimated total cost for the implementation:

P282,600.-

THAILAND

Production of National Versions of AJP Materials

1. Titles of AJP materials to be adapted and their local titles and number of copies of each materials to be produced:

   1. "Everyone's water-how should we use it?" (Poster)
      Locat titles "How should we use water?"
      (1,000 copies)

   2. "Let's Repair Our Road Together"
      Local titles "Let's Repair Our Road together"
      (5,000 coipes)

2. Date of completion: 31 July 1989

3. Producer and responsible person (including address and telephone no.) :

Instructional Media and Innovation Development Section
Non-Formal Education Development Division,

Department of Non-Formal Education
Tel.2822853

4. Main organs to which the national versions are to be sent:

   - Regional Non-Formal Education Centres
   - Provincial Non-Formal Education Centres
   - Village Reading Centres

5. Assistance sought from ACCU/Unesco PROAP:

   a) Financial

6. Estimated total cost for the implementation :

   US$700.-

VIETNAM

Production of National Versions of AJP Materials

1. Title of AJP materials to be adapted and their local titles (number of copies of each material to be produced)

   a. AJP materials to be adapted: (poster)

   - Breast feeding
     (printing 1000 sheets)

   - Charcoal water filter
     (printing 100 sheets)

   - Use of gas from daily wastes
     (printing 500 copies)

   b. Local materials : (booklet)

   - Garden-pound-cattle (VAC)
     (printing 500 copies)

   - Family of Mr. Phu

2. Date of completion:

   a. Received the fund : February 1989

   b. Printing and distribution:
      - AJP materials : May 1989
      - Local materials : July 1989

3. Producer (including address and telephone no.):

   Principle office:
   Complementary education department,
   Ministry of Education
   Tel 56364

4. Main organs to which materials are to be sent:

   - Submit the report to ACCU in August 1989.
   - Ministry of education of Vietnam (to report)
   - Provinces (40 provinces) (to use)

5. Financial

   Amount of US$1,000 for printing and distribution.

Exhibition corner in the Workshop venue

Annex and Appendix

Annex

1. General Information
2. Schedule of the Workshop
3. List of Participants

Appendix

1. Opening address by YAB Dr. Abdul Ghafar Baba, Deputy Prime Minister of Malaysia
2. Speech by Mr. Othman Said, Director, KEMAS, Ministry of National and Rural Development
3. Speech by Mr. T.M. Sakya, Executive Secretary, APPEAL Task Force Unesco PROAP
4. Speech by Mr. Toshiyuki Hattori, President, ACCU

ANNEX

1. General Information

The Asian Cultural Centre for Unesco (ACCU) and the Community Development Division (KEMAS), Ministry of National and Rural Development, Malaysia will jointly organize a Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, in collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP) and with the co-operation of the Malaysian National Commission for Unesco as well as the Japanese National Commission for Unesco.

1. Time and venue

The Workshop will take place in Kuching, Sarawak, Malaysia from Wednesday 21 to Friday 30 September 1988.

2. Objectives of the Workshop

The objectives of the Workshop will be to provide training experience concerning the neo-literate materials relevant to the needs of the rural people to participants from Unesco Member States in the region in:

- the development and production of neo-literate materials, including design and illustration;
- the study of needs and problems in rural areas in the context of National Develop ment goals;
- the distribution and utilization of neo literate materials.

3. Work of the Workshop

To achieve the above objectives, the work of the Workshop will consist of the following matters.

(1) Exchange of information among participants
(2) Understanding of the neo-literate materials produced in Malaysia
(3) Survey of the problems in rural areas including analysis and relevancy
(4) Development of effective and simple neo-literate materials, especially for women in rural areas
(5) Adoption and modification of new drafts of neo-literate materials to be produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas
(6) Field-testing of the materials of (4) and (5) above
(7) Designing of national follow-up programme in participating countries
(8) Planning of effective utilization of the neo-literate materials

4. Participation

(1) Participations: Two participants each nominated by the National Commissin for Unesco of the countries belonging to Group (A) mentioned below and one participant each from those belonging to Group (B) will be invited to the Workshop:

Group (A): China, Indonesia, Laos, Malaysia, Papua New Guinea, Philippines, Thailand, Vietnam

(From Malaysia up to two more participants can participate)

Group (B): Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan

(2) Resource persons: A few participants are requested to act as resource persons as well.

(3) Unesco: Unesco may send a representative from PROAP.

(4) Observers from international organizations

5. Qualification of the Participants

either:
(a) One who is in a position responsible for planning, editing and producing neo-literate materials

and/or
(b) A person who is actually engaged in production of neo-literate materials (illustrator, designer, etc.)

6. Programme
(refer to Schedule)

7. Working language

The working language will be English. However, for the sake of field testing, selected materials will be translated into vernacular language.

8. Financial arrangement

ACCU will provide each participant and resource person a direct economy class return air ticket between the international airport nearest his/her residence and Kuching, Malaysia, and with daily subsistence allowance, in principle, from Monday 19 to Friday 30 September 1988.

9. Correspondence

All the correspondence concerning the organization of the Workshop should be addressed to:

The Director-General
Asian Cultural Centre for Unesco (ACCU)
No. 6 Fukuromachi, Shinjuku-ku,
Tokyo, 162 JAPAN
(tel) 269-4435, 4445

Mr. Othman Said
Director-General
Community Development Division (KEMAS)
Ministry of National and Rural Department,
6th floor, Kompleks Kewangan,
82 Jalan Raja Chulan,
50606 Kuala Lumpur
MALAYSIA
(tel) 03-2612622/2612650-4/2617732

2. Schedule

19 September (Mon.)

- Arrival of all participants at the Subang International Airport, Kuala Lumpur

20 September (Tue.)

07.00 - 08.00 - Breakfast

08.30 - 09.30 - City tour

09.30 - 11.20 - Proceed to Subang International Airport. Departure to Sarawak

13.00 - Arrival at Kuching Airport, Sarawak

13.30 - Check in at Hilton International Hotel, Kuching

14.30 - Departs for State Development Office at The State Secretariat Building

18.00 - 19.00 - Cocktail Party hosted by Hilton International Hotel Venue : Ballroom 3

19.00 - 20.00 - Film/video show at Ballroom

i) Malaysia : An Introduction
ii) Where The Rivers Meet
iii) Mulu Mountain

- Short briefing by Ms. Rohana Admadun at Ballroom 2

21.00 - Registration by Secretariat in Ballroom 2

21 September (Wed.)

07.00 - 09.00 - Breakfast at Ballroom 3

09.00 - 09.30 - (Plenary) : Key-note address by Chairman of Organizing Committee in Kenyalang Room

09.30 - 09.40 - (Plenary) : Election of Office Bearers

09.40 - 10.00 - Tea Break

10.00 - 13.00 - (Plenary) : Orientation of the Workshop by Mr. T.M. Sakya and Mr. Tajima

UNESCO Report
ACCU Report

13.00 - 14.00 - Lunch in Ballroom 3

14.00 - 17.00 - (Plenary) : Country report:
- Bangladesh
- China
- India
- Indonesia
- Iran
- Laos
- Malaysia
- Maldives
- Nepal
- Pakistan
- Philippines
- Thailand
- Vietnam

15.30 - 15.45 - Tea Break

18.30 - Departs for Civic Centre

19.00 - 22.00 - Dinner and cultural show by State Government at Civic Centre

22 September (Thu.)

07.00 - 08.00 - Breakfast at Ballroom 3

09.00 - 09.30 - Arrival of guests

09.30 - 10.30 - Opening Ceremony by Y.A.B. Deputy Prime Minister at Ballroom 1 and 2

10.30 - 11.00 - Reception at Ballroom 3

11.30 - 13.00 - (Plenary) : Paper Presentation by resource persons:- Malaysian Experience on APPEAL by Mohamad Noh Bin Bidin, Malaysia

13.00 - 14.00 - Lunch
Venue : Ballroom 3

14.00 - 17.00 - (Plenary) : Paper Presentation by resource persons (continuation)

- Literacy Education for Women in the context of National Development by Mr. Lingadevaru Halemane, India

- Method of Field Survey, Preparation and Field Test ing of Neo-Literate Materials by Mr. Maman Suherman, Indonesia

- Malaysian Experience on Curriculum and Material Development by Tuan Haji Yusoff Ramli, Malaysia

15.30 - 15.45 - Tea Break

19.00 - 21.00 - Dinner hosted by Deputy Prime Minister at Grand Ballroom

112

23 September(Fri.)

07.00 - 09.00 - Breakfast at Ballroom 2

09.00 - 10.00 - (Plenary) : Explanation of AJP materials

10.00 - 10.30 - Coffee Break

10.30 - 13.00 - Briefing on Field visit by Tuan Hj. Yusoff Ramli
- Video show on 4 villages (subject for field study)

13.00 - 14.00 - Lunch
Venue : Ballroom 2

14.00 - 17.00 - (Plenary) : Formation of 4 groups:
(i) Slide (Group A)
(ii) Booklet (Group B)
(iii) Video (Group C)
(iv) Poster and Game
(iv) (Group D)

- (Group Work) : Preparation for field survey :
Group A - Entebar Room
B - Room 132
C - Mendu Room
D - Kenyalang Room

20.00 - 21.30 - Reception hostd by Mr. Hattori Toshiyuki - President of ACCU at Ballroom II

24 September (Sat.)

07.00 - 08.00 - Breakfast at Ballroom 3

08.00 - 15.00 - (Group Work) : Field visit in 4 villages

(lunch served by villagers)

15.00 - 18.00 - (Group Work) : Finalization of themes and format of materials to be developed

21.00 - 22.00 - (Plenary) : Group report on field survey and materials to be developed at Kenyalang room

25 September (Sun.)

07.00 - 08.00 - Breakfast at Ballroom 3

08.00 - 14.30 - Sight-seeing to Damai Beach (State Programme)

- Lunch at Damai Beach

14.30 - 17.00 - Visit to the State Museum

26 September (Mon.)

07.00 - 08.00 - Breakfast at Ballroom 3

08.00 - 10.30 - Group Work : Development of new materials

10.30 - 11.00 - Coffee Break

11.00 - 13.00 - Group Work : Development of new materials

13.00 - 14.00 - Lunch at Ballroom 3

14.00 - 18.00 - (Group Work) : Development of new materials (continued)

15.30 - 15.45 - Tea Break

18.00 - 20.00 - (Group Work) : Development of new materials (continued)

27 September (Tue.)

07.00 - 08.00 - Breakfast at Ballroom 3

08.00 - 10.30 - (Group Work) : Development of new materials (continued)

13.00 - 14.00 - Lunch

14.00 - 18.00 - (Group Work) : Development of new materials (continued)

15.30 - 15.45 - Tea Break

18.00 - 19.00 - Dinner

10.00 - 21.00 - (Plenary) Briefing on Field Testing: Mr. Maman Suherman

21.00 - (Group Work) : Preparation for field testing

28 September (Wed.)

07.00 - 08.00 - Breakfast at Ballroom 3

08.00 - 16.00 - (Group Work) Field testing

Group A : Kampung Krusen
Group B : Kampung Bako
Group C : Kampung Rebak
Group D : Kampung Mujat

19.00 - 20.00 - Dinner

20.00 - 21.00 - (Group Work) - Revision and improvement of materials

29 September (Thu.)

07.00 - 08.00 - Breakfast at Ballroom 3

08.00 - 10.30 - (Plenary) Briefing on follow up activities by ACCU
- (Plenary) : Adoption of final report

10.30 - 11.00 - Break

11.00 - 12.30 - (Plenary) : Closing ceremony by Y.A.B. Chief Minister of Sarawak

12.00 - 12.30	- Refreshment
12.30	- Lunch at Ballroom 3
15.00	- Check out of Hilton Hotel and proceed to Long House/ native village - Kampung Opar Overnight at Long House

30 September (Fri.)

07.00- 08.00	- Breakfast at Long House
08.30 - 13.00	- Visit to: i) Pottery Centre ii) Handicraft Centre ii) at Petra Jaya iii) KEMAS activities a. Pre-school Centre b. Family Life Education Activities
13.00 - 14.00	- Lunch
14.00 - 15.00	- Free
15.30	- Proceed to Kuching Airport from Hilton Hotel
17.30	- Departure to Kuala Lumpur
20.30	- Arrival at Subang International Airport

3. List of Participants

A. Participants

1. BANGLADESH

Mr. Ghulam Murtaza
Deputy Secretary,
Private Secretary to the Education Minister
Ministry of Education,
Dhaka

2. CHINA

Mr. Fang Depu
Chief, Department of Adult Education,
People Education Press,
55 Sha Tan Hou Street,
Beijing

Mr. Wang Dai
Division of Peasant Education,
State Education Commission,
37 Damuchang Hutong, Xidan,
Beijing

3. INDIA

Mr. Lingadevaru Halemane (Resource person)
Executive Director,
State Resource Centre, Mysore,
Karnataka State Adult Education Council,
501, Chitrabhanu Road,
A-B Block, Kuvempunagar,
Mysore-570023
Karnataka

4. IRAN

Mr. Ali Bafandeh
Educational Assistant,
Literacy Movement Organization,
Ministry of Education,
Tehran

5. INDONESIA

Mr. Maman Suherman (Resource person)
Director,
National Training and Resource Centre
Jayagiri
(BPKB Jayagiri),
Jayagiri, Lembang,
Bandung

Mr. Anggoro Sight Sutanto
Head, Evaluation Section,
Directorate of Community Education
Jalan Kramat Raya 114,
Jakarta

6. MALAYSIA

Tuan Haji Yusoff bin Ramli (Resource person)
Director,
Community Education,
Community Development Division (KEMAS)
Ministry of National and Rural Development
6th floor, Kompleks Kewangan
82 Jalan Raja Chulan,
50606 Kuala Lumpur

Mr. Mohamad Noh Bidin (Resource person)
Assistant Director,
Planning and Research Division,
Ministry of Education
Level 2 (South) - Block (J)
Pusat Bandar Damansara,
Kuala Lumpur

Ms. Rohana Ahmadun
Director,
Family Development,
Community Development Division (KEMAS)
Ministry of National and Rural Development
Kuala Lumpur

Mr. Mustaffa bin Mat Yasin
Director,
KEMAS Sabah
Tingkat 4 - Block
Kompleks Kuwasa,
Petifunt 11281,
Kota Kinabalu
Saba State

7. LAOS

Mr. Chanh Phounsavath
Assistant Director,
Research Institute for Educational Sciences
Ministry of Education
Vientiane

Mr. Xeuane Leuanevilay
Specialist,
Department of Adult Education,
Ministry of Education
Vientiane

8. MALDIVES

Mr. Ahamed Zahir
Community Teacher Educator,
Non-formal Education Unit,
Ministry of Education
Male

9. NEPAL

Mr. Purushottam Nath Pradhan
Adult Education Section,
Ministry of Education and Culture,
Kaiser Mahal, Kantipath,
Kathmandu

10. PAKISTAN

Dr. Nuzhat Ikram S.Z.
Chief Instructor/Deputy Director,
Training Institute LAMEC
71/ A-I Abu Bakar Street,
PECHS Township
Lahore

11. PHILIPPINES

Mr. Troadio P. Robes
Senior Educational Researcher,
Non-formal Education Bureau,
Department of Educational, Culture and Sports,
Palacio Del Gobernador, Intramuros,
Manila

Mr. William Agustin Guittap
Artist/Illustrator
Non-formal Education Bureau,
Department of Educational, Culture and Sports,
Manila

12. THAILAND

Ms. Phimjai Sithisurasak
Educator,
Non-formal Education Development Division,
Department of Non-formal Education,
Ministry of Education
Bangkok 10300

Mr. Sungkom Hanwong
Art Teacher,
Northern Region Non-formal Education Centre,
Department of Non-formal Education,
Ministry of Education
390/1 Jam-Ma-Ta-Wee Road,
Ampor Moung,
Lampang,

13. VIETNAM

Mr. Nguyen Gia Khuyen
Editor,
Education Publishing House,
Ministry of Education,
23 Le Thang Tong Street,
Hanoi

Mr. Tran Quang Thong
Adult Educator,
Ministry of Education,
194 Tran Quang Khai Street,
Hanoi

B. Observers

Ms. Bhave Avanti Sada
Researcher on Noe-Literate Materials
INDIA

Mr. Farhad Eftekharzadeh
Head of International Relations Bureau,
Movement Organization,
Ministry of Education,
Tehran
IRAN

Mr. Michael Ranges Nyangab
Agriculture Officer
Agriculture Department,
Jalan Simpang 3,
Kuching, MALAYSIA

Mr. Augustine Chen
Medical Department
Kuching

Mr. Putit Razak
Education Department
Kuching

Mr. Abdullah Chek Sahamat
State Planning Unit
Sarawak

Ms. Noriko Takamae
JOCV K.K. Office,
c/o Consulate of Japan,
P.O. Box 11001,
88811 Kota Kinabalu,
Sabah

C. Unesco

Mr. T.M. Sakya
Educational Advisor
Executive Secretary of APPEAL
UNESCO Principal Regional Office for Asia and the Pacific
G.P.O. Box 1425
Bangkok

D. KEMAS

Mr. Othman Said
Director General of KEMAS

Mr. Hoesne Hussain
Deputy Director General of KEMAS

Mr. Haji Hashim Mohamad
Director
KEMAS, Kuching

Sarawak
(phone) 256227

Mr. Amir Mohamad
Assistant Director
KEMAS, Kuching
Sarawak

E.ACCU

Mr. Toshiyuki Hattori
President of ACCU
President of Japan Publishing Association

Mr. Taichi Sasaoka
Executive Director of ACCU

Mr. Yasuo Shimada
Member of ACCU Book Development Committee
Secretary-General to the President of Kodansha

Mr. Shinji Tajima
Chief, Book Development Section, ACCU

Mr. Shigeru Aoyagi
Book Development Section, ACCU

Ms. Misako Ohnuki
Book Development Section, ACCU

APPENDIX

OPENING ADDRESS

by YAB. Dr. Ghafar Baba,
Deputy Prime Minister of Malaysia

I would like to take this opportunity to welcome you all to Malaysia. This is the first time that such a workshop is being held in Malaysia. On behalf of the Malaysian Government, I would like to express our appreciation to ACCU and UNESCO for giving us the opportunity of hosting the workshop. I would like to thank the Sarawak Government, under the able leadership of YAB. Datuk Patinggi Taib Mahmud for his support. I also hope whilst in Kuching, and in the midst of your deliberations, you will be able to see and visit this beautiful state.

2. We are gathered here to exchange ideas and experiences as well as to develop new ideas for the development of our people and countries.

3. I believe that this type of workshop is a continuing effort where strategies are formulated to ensure that through continuing education, citizens of a nation benefit from development. I fully support such efforts, for I am convinced that the educational achievement of citizens have a bearing on a nation's rate of development. Developed nations always show high literacy rates. On the other hand, countries with very low literacy rates often also reflect slow rate of growth. Reflecting on this, I share the opinion that: Adult education will bring desire for change, and an understanding that change is possible. The belief that poverty of suffering is the will of God and that man's only task is to endure is the most fundamental of all the enemies for freedom. Men living in poverty or sickness or under tyranny or exploitation must be enabled to recognize both that the life they lead is miserable, and that they can change it by their own action, either individually or in cooperation with others.

4. In 1961, Malaysia conducted a very extensive programme on illiteracy eradication. This programme continued for 15 years resulting in making about 75% of total population literate. This success encouraged us to embark on Non Formal Education focussing on adults and youths who were dropouts from the formal education system. Activities introduced then were Religious Instructions, Home Economics Education Programme, Vocational Programme and the Functional Literacy Programme which is the main activity for State of Sabah and Sarawak. As support activity, Rural Libraries were established.

5. To date, even though the number of illiterates is small, there is still a need for Functional Literacy Programmes to continue.

6. KEMAS takes pride in being recognized by international bodies like ACCU and UNESCO. UNESCO too had engaged our officials to be Resource Persons in international workshops on continuing education. UNESCO by its Asia- Pacific Programme of Education for all (APPEAL) Programme, through the Ministry of Education has agreed that KEMAS be responsible for the eradication of illiteracy in Malaysia. KEMAS, in the past, had also collaborated with UNICEF which has to date allocated M$1.5 million to our Pre-School Programme. UNFPA to had contributed sum of M$1.2 million for our Family Life Education Programme. Through the ASEAN Protein Project, we had received M$189,200 from the Australian Government. All these assistance goes towards improving our services to the rural communities in line with Government's tireless effort in improving the quality of life of the people.

7. However, though the Malaysian Government has embarked on combating poverty, we still have a small number of people living in poverty. Not only are they poor, they are also illiterate. To overcome the problem of poverty, all Government Agencies have been directed to review their programmes to cover this minority group so that they too would benefit from our development programmes.

8. While trying to propagate Life Long Education, it must be remembered that the factor for success lies in the flexibility of methodology to be used. In its implementation, the Socio-economic factors and values of local community must be sensitive to above factors if development is to be achieved through evolutionary process. This is because the socio-culture of nations differ.

9. Finally, it is my sincere hope that the workshop will be successful and its objectives achieved. With this, I declare the Sixth Regional Workshop on the preparation of Literacy Follow-up Materials In Asia And The Pacific officially opened.

Speech
by Mr. Othman Said
Director General of KEMAS

YAB. Dr. Ghafar Baba,
Deputy Prime Minister of Malaysia.

YAB. Datuk Patinggi Abdul Taib Mahmud,
Chief Minister of Sarawak.

YB. Dato' Ng Cheng Kuai,
Deputy Minister I, Ministry of National and Rural Development, Malaysia.

YB. Encik Mohamad Jamrah,
Parliamentary Secretary, Ministry of National and Rural Development, Malaysia.

YB. Dato' Ismail Mansor
Secretary-General, Ministry of National and Rural Development, Malaysia.

Mr. Hattori Toshiyuki,
President, ACCU.

Mr. T.M. Sakya,
Representative of UNESCO, Bangkok.

YB-YB., Datuk-Datuk, Datin-Datin, honoured guests and distinguished participants, allow me to formally welcome all of you to this "Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific." As Chairman of the organizing committee, I would like to thank YAB (Dr.) Abdul Ghafar Baba for giving us his precious time to officiate this ceremony; to YAB Datuk Patinggi Taib Mahmud and his state government of Sarawak for giving us all the support to host this Workshop in Kuching. Thank you also, to UNESCO, ACCU for giving us the honour to organize this workshop.

2. The objectives of this workshop is to provide training experiences concerning the neo-literate materials relevant to the needs of the rural people in the Asia and the Pacific. These includes the:

i. the development and production of neo-literate materials, including design and illustrations.

ii. the stury of needs and problems in the context of national development goals; and

iii. the distribution and utilization of neo-literate materials.

3. Participants of this workshop are from the Asia and Pacific Region namely from: Indonesia, Laos, Philippines, Thailand, Bangladesh, India, Maldives, Nepal and Malaysia.

We also have four observers from Sarawak representing the departments of Health, Agriculture, Sarawak Land Development Authority and the Sarawak Economic Planning Unit. We also have observers from Department of National Unity and Japan Overseas Cooperation Volunteers (JOVC), so are senior officials and State Directors of KEMAS.

4. Malaysia, especially KEMAS oflocal Ministry of National and Rural Development, will benefit greatly from this workshop.

i. We are able to improve our skills in development of Literacy Follow-up Materials among our officers.
ii. Materials developed can be used as support materials in our strategy for illiteracy.

5. I would like to conclude by extending my thanks once again to YAB (Dr.) Abdul Ghafar Baba, YAB Datuk Patinggi Taib Mahmud and all distinguished guests for your support and prsence. To all participants, I do hope that you'll be able to enjoy our hospitality and of course your participation would ensure success of this workshop.

Thank you.

Speech
by Mr. T.M. Sakya
Educational Advisor
Executive Secretary to APPEAL
UNESCO Principal Regional Office for Asia and the Pacific

Yang Amat Berhormat,
Mr. Abdul Ghafar Baba
Deputy Prime Minister of Malaysia,
Yang Amat Berhormat
Datuk Patinggi Haji Abdul Taib Mahmud
Chief Minister of Sarawak,

Yang Amat Berbahagia
Datuk Amar Hajjah Laila Taib,

Honourable Ministers,
Deputy Minister and Assistant Minister,

Your Excellency
Mr. Toshiyuki Hattori
President of ACCU,

The Chairman of The Organising Committee
Mr. Othman Said,

Distinguished guests and participants,

Ladies and Gentlemen,

It is a great pleasure and privilege for me to represent Unesco in this inagural session of the Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific in this beautiful city Kuching, Sarawak.

First of all, I would like to express thanks to the Government of Malaysia on behalf of Unesco for hosting the Workshop and to ACCU for organizing the Workshop in Malaysia. Unesco/PROAP is very happy to work closely with ACCU and Directorate of Community Development, Ministry of National and Rural Development for organizing the Workshop. I would also like to extent hearty welcome to all the participants from different countries in the Asia-Pacific Region on

behalf of Unesco. The importance of learning materials is known to all of us. If we want anybody to learn, the first things we have to provide are the learning materials.

There is a general lack of learning materials for neo literates who have limited vocabulary having a very little opportunity to be exposed to the printed world. Yet these people have to get access to the knowledge and information locked into the written and printed world. Otherwise, they will remain outside of the circle of science, technology and culture which are transmitted through the written words and symbols.

The Asia-Pacific Programme of Education for All popularly known as APPEAL is aimed at providing education for all through literacy programme, primary education and continuing education by the year 2000.

This goal will not be realised, if we cannot develop, produce and distribute learning materials to all the people. Therefore, the programme for the development of neo-literate materials especially AJP programme is very important programme for the success of APPEAL.

Unesco is very grateful to ACCU for cooperating with Unesco for this programme. Unesco is very happy that we have so far complete five Regional Workshops on Literacy Follow-up Materials to train experts from the Asian and Pacific countries since 1983 and we are beginning the Sixth Regional Workshop here in Malaysia.

It is very important to have an opportunity to organize the Workshop in Malaysia. Malaysia provides an example whereby it is attempting to promote very close link and coordination between Literacy, Non-formal Education and Rural Development.

I hope the participants in the Workshop will be able to take full benefit from the Malaysian experiences. At the same time, the Malaysian experts will also be benefitted from the experiences brought by the participants from other countries.

The success of the Workshop will very much depend upon not only what the participants would do during the workshop here, but what they would be able to do after they go back to their countries, therefore, I hope very much that the participants will learn as much possible during the workshop and they will utilize the experiences when they go back to their countries.

In the end I would like to extent best of luck to all the participants.

Thank you.

Speech
by Mr. Toshiyuki Hattori
President of ACCU

Yang Amat Berhormat Dr. Abdul Ghafar Baba,
the Deputy Prime Minister Malaysia

Yang Amat Berhormat
Datuk Patinggi Haji Abdul Taib Mahmud,
the Chief Minister of Sarawak and
Yang Amat Berbahagia
Datuk Amar Hajah Laila Taib

Honourable Ministers,
Deputy Minister and Assistant Ministers

The Chairman of Organising Committee,
Mr. Othman Said,
the Director General of KEMAS

Mr. T.M. Sakya,
Unesco representative

Distinguished guests and delegates

Ladies and Gentlemen,

It is my great honour to say a few words of greeting on behalf of the Asian Cultural Centre for Unesco, on the ocassion of the opening address of the Sixth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

First of all, I would like to express my deep appreciation to all the distinguished participants, resource persons and observers.

I would like to express sincere appreciation to the KEMAS, one of the joint organizers of this Workshop, for their most generous co-operation from planning to devising, to the opening of the Workshop.

Also, I would like to express my heartfelt appreciation to the Malaysian National Commission for Unesco, Ministry of Education and Japanese National Commision for Unesco, who supported this Workshop, as well as to the concerned organizations in Sarawak State Government and in Kuching city, for all their arrangements in this host country.

Our further appreciation goes to Unesco for providing us with technical and financial assistance. We are especially grateful to Mr. T.M. Sakya, Educational Adviser, Unesco Principal Regional Office for Asia and the Pacific, for his kindly attending this workshop and offering his guidance.

The eradication of illiteracy is one of the most important task in this century in order that our human race may enjoy fruitful life and culture. It is especially urgent in the Asian/Pacific region which contains an enormous rural population. On this point, I would like to pay deference to Unesco's APPEAL programme, which was launched last year.

Also, here in Malaysia, I am fully aware that you have been providing a lot of excellent results in the way of literacy materials. I believe that the attendance of his excellency, Malaysian Deputy Prime Minister Dr. Abdul Ghafar Baba, shows how much importance the Malaysian people attach to their literacy programme. I have to express my appreciation for this, for the reassurance and encouragement felt by Asian Cultural Centre for Unesco and, indeed, by all the participants.

ACCU has been carrying out various joint programmes in Asia and the Pacific, in line with Unesco's principles, in these major fields, namely literacy, book development and culture. Of these subjects, the literacy programme has become the one of highest proiority in recent years.

The outstanding point of our literacy programme is that it aims a developing quality materials for neo-literates in line with Unesco's APPEAL and in co-operation with the Unesco Member States in the region, stressing the important role of such materials. Based on this purpose, ACCU's literacy programme consists of two projects:

The first one is, to jointly produce prototype materials for neo-literates based on the knowledge and experience of experts in Unesco Member States. ACCU has so far developed 32 kinds of prototype materials in English and I am very happy to report that 25 of these have been translated into national languages in 10 countries.

The second project is the training of experts in the development noe-literate materials in Asia and the Pacific. ACCU has been organizing regional workhsops once a year in collaboration with Unesco and the host countries. Five Regional Workshops have been organized so far in the Philippines, Thailand, Japan, Indonesia and India, and this workshop in Kuching, Sarawak State, is the sixth.

Besides, ACCU has also been arranging the dispatch of an experts team on literacy materials to each of the host countries of the national workshop. So far, ACCU has sent experets to four countries: Nepal, Indonesia, China and Viet Nam.

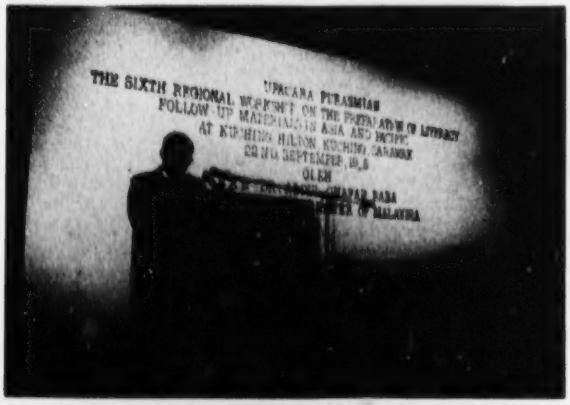
I understand that Sarawak state is one of the most enthusiastic state in literacy promotion activities. Therefore, I believe that the experience and accumulated knowledge here will provide the participants and ACCU with great insights and guidance. Also in this workshop, we are planning to focus on the women's literacy educaiton in rural areas and regional development.

Fortunately, Kodansha Publishing Company, one of the strong supporting company and also of the representative publishing company in Japan, has been taking interest in the development of world's literacy programme and it has been annuary sponsoring "Noma Literacy Prize". Our company will have the 80th anniversary of the founding in 1989, so we are now under active consideration of contributing a fund for the development of literacy materials for Asian/Pacific region as one of the memorial programme.

I am deeply impressed by your zeal attitude and mood toward this Workshop. I would like to see and experience as much as I can during this Workshop in order to understand the importance of literacy programme in rural areas in Asia and the Pacific.

As you might know, the participants are going discuss the knowledge and technology on production of literacy materials as well as to investigate the real condition of the field around this Kuching city, in order to test the new materials based on the needs for the field. It will be a hard work, but I hope you will actively participate and make this Workshop great success.

Thank you very much.



Opening Speech by Mr. Toshiyuku Hattori, President of ACCU

Asian Cultural Centre for Unesco, Tokyo, 1988